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ABSTRACT

This document was designed to study the feasibility of an external degree program among the member institutions of the Michigan Council of State College Presidents (MCSCP). Data were collected concerning the specific undergraduate and graduate noncampus, evening and Saturday activities available for credit during 1971-72 and analyzed by frequency and percentage distribution. Results indicated that the combined offering of all MCSCP institutions could constitute a degree program. The findings are categorized by feasibility of an external degree program and implementation of an external degree program. Appendices include a general overview of the findings; resources available to an external degree program through the continuing education and extension divisions; resources available to an external degree program through the regular instructional programs; total resources available to an external degree program; and instruments, instructions, memoranda, and coding forms used in the study. (MJM)

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THE FEASIBILITY
# of an
EXTERNAL DEGREE PROGRAM
among the
MEMBER INSTITUTIONS
# of the
MICHIGAN COUNCIL OF STATE COLLEGE PRESIDENTS

PATRICIA S. FAUNCE
Project Director

This project was funded by the Michigan Council of State College Presidents

TO THE READER

Unfortunatley, budgetary limitations did not allow the author to:

(1) Check the figures, proofread, and make the corrections which are so vital to a report of this type;

(2) Supervise the emergence of this report from draft materials to the final collation and binding;

(3) Implement the final production and collation of the supporting documents referred to in this report.

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Patricia S. Faunce

Project Director, External Degree
Program Study, Michigan Council
of State College Presidents

and

Director, Measurement Services Center
(University of Minnesota) and
Associate Professor of Psychology

TABLE OF CONTENTS

ITEM PAGE NO.

Title Page i

To the Reader ii

Acknowledgements iii

Table of Contents v

List of Tables vi

List of Figures xi

Figure 1: Map of Michigan Counties and MCSCP Institutions xii

Chapter I: Background, Purpose and Goals 1

Chapter II: Literature Review 18

Chapter III: Procedures 37

Chapter IV: Major Survey Findings and Recommendations 57

References

Appendix A: Findings: General Overview A-1

Appendix B: Findings: Resources Available to an External Degree Program Through the Continuing Education and Extension Divisions B-1

Appendix C: Findings: Resources Available to an External Degree Program Through the Regular Instructional Programs C-1

Appendix D: Findings: Total Resources Available to an External Degree Program D-1

Appendix E: Instruments, Instructions, Memoranda, Coding Forms . . E-1

LIST OF TABLES

APPENDIX A: FINDINGS: GENERAL OVERVIEW

TABLE NUMBER	TABLE TITLE
Table 1	Baccalaureate Degrees Offered by the 15 MSCP Institutions
Table 2	Undergraduate Residence Requirements and Number of Units Which Must be Earned Through the Institutions
Table 3	General Education and Other Graduation Requirements
Table 4	On-Campus Evening Activities Offered as Part of the Regular Instructional Program
Table 5	On-Campus Saturday Activities Offered as Part of Regular Instructional Program
Table 6	Off-Campus Day-Time Activities Offered as Part of Regular Instructional Program
Table 7	Off-Campus Evening Activities Offered as Part of Regular Instructional Program
Table 8	Off-Campus Saturday Activities Offered as Part of Regular Instructional Program
Table 9	College Credit Through Institutionally Developed Proficiency Examinations
Table 10	College Credit Through "Standardized" Proficiency Examinations
Table 11	College Credit Through Learning Packages
Table 12	College Credit For Life Experience
Table 13	College Credit Through Other Educational Alternatives

TABLE NUMBER | TABLE TITLE

APPENDIX B: FINDINGS: RESOURCES AVAILABLE TO AN EXTERNAL DEGREE PROGRAM THROUGH THE CONTINUING EDUCATION AND EXTENSION DIVISIONS

Table 14 Activities Available to an External Degree Program Through the Continuing Education and Extension Divisions

Table 15 Graduate Level Activities Absolutely Restricted to Only Graduate Students

Table 16 PBES[a] Category Designation of Activities

Table 17 Subject Matter Activities

Table 18 Location of Activities

Table 19 Location of Subject Matter Activities

Table 20 Location of Subject Categories

Table 21 Educational Level Restrictions on Activities

Table 22 Educational Level of Activities

Table 23 Educational Level Restrictions on Subject Matter Activities

Table 24 Educational Level of Subject Matter Categories

Table 25 Location of Activities by Educational Level

Table 26 On- or Off-Campus Location of Activities

Table 27 On- and Off-Campus Location of Subject Matter Activities

Table 28 Location of On- and Off-Campus Activities

Table 29 Type of Term Credits Offered for the Activities

Table 30 Number of Credits Given for the Activities

Table 31 Number of Credits Offered for the Subject Matter Activities

Table 32 Primary Instructional Technique Used to Deliver the Activities

Tabel 33 Primary Instructional Technique Used to Deliver the Subject Matter Activities

TABLE NUMBER	TABLE TITLE
Table 34	Beginning Month of Activities
Table 35	Beginning Month of Subject Matter Activities
Table 36	Co-Sponsorship of Activities
Table 37	CCCHE[a] Institutional Co-Sponsorship of Activities
Table 38	CCCHE[a] Institutional Co-Sponsorship of Subject Matter Activities
Table 39	Type of Faculty Used to Teach or Monitor the Activities
Table 40	Usual Frequency of Offering Activities in Specified Location
Table 41	Usual Frequency of Offering of Subject Matter Activities
Table 42	1971-72 Activities Offered in Specified Locations During 1969-70 and 1970-71
Table 43	Plans to Offer 1971-72 Activities in Specified Location During 1972-73, 1973-74, and 1974-75
Table 44	Plans to Offer 1971-72 Subject Matter Activities in Specified Location During 1972-73, 1973-74, and 1974-75

APPENDIX C: FINDINGS: RESOURCES AVAILABLE TO AN EXTERNAL DEGREE PROGRAM THROUGH THE REGULAR INSTRUCTIONAL PROGRAMS

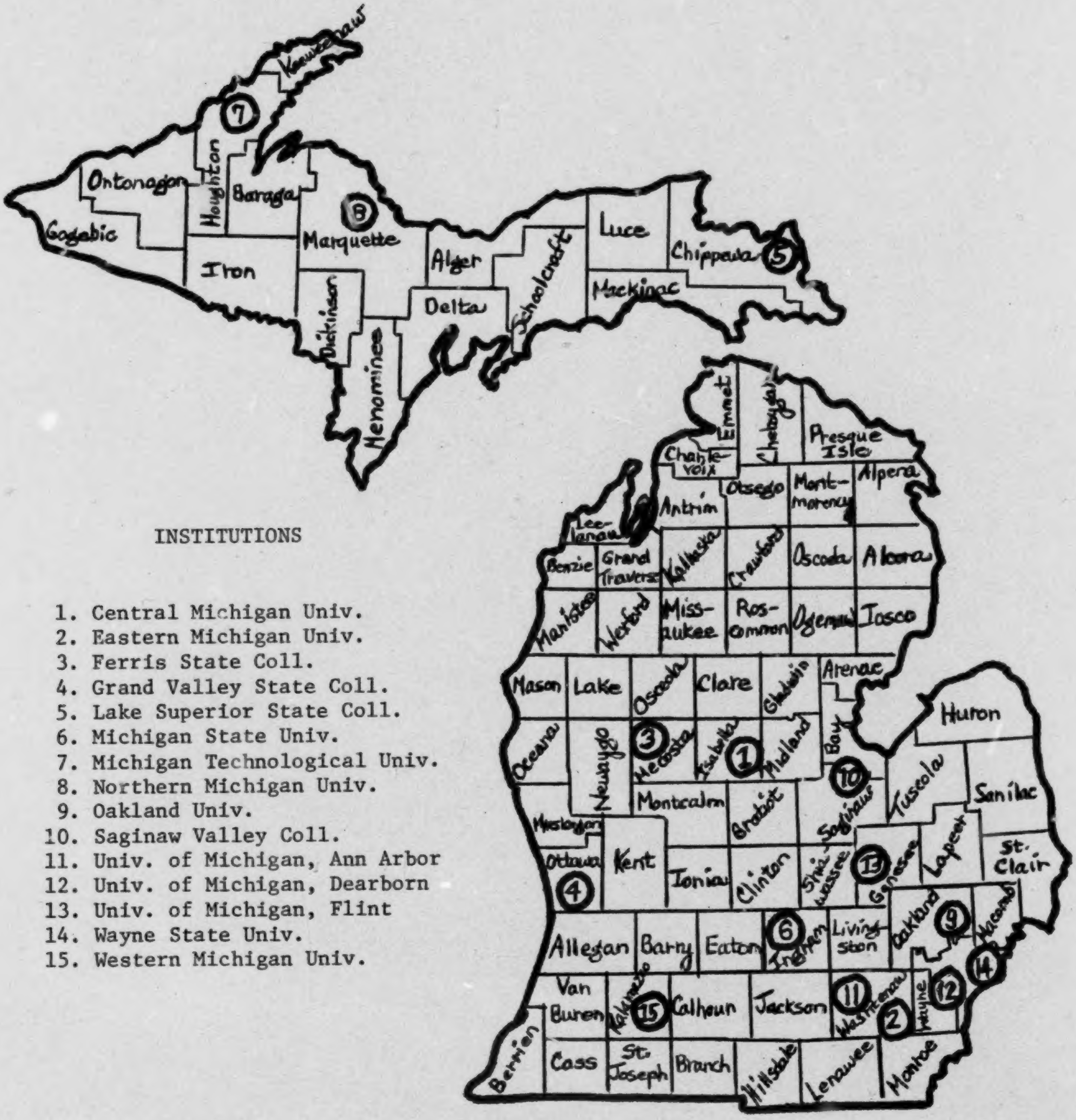
Table 45	Activities Available to an External Degree Program Through the Regular Instructional Programs
Table 46	Graduate Level Activities Absolutely Restricted to Only Graduate Students
Table 47	PBES Category Designation of Activities
Table 48	Subject Matter Categories of Activities
Table 49	Location of Activities
Table 50	Location of Subject Activities
Table 51	Location of Subject Categories
Table 52	Educational Level Restrictions on Activities

TABLE NUMBER	TABLE TITLE
Table 53	Educational Level of the Activities
Table 54	Educational Level Restrictions on Subject Matter Activities
Table 55	Educational Level of Subject Activities
Table 56	Location of Activities by Educational Level
Table 57	On- and Off-Campus Location of Activities
Table 58	On- and Off-Campus Location of Subject Activities
Table 59	Location of On- and Off-Campus Activities
Table 60	Type of Credits Offered for the Activities
Table 61	Number of Credits Offered for the Activities
Table 62	Number of Credits Offered for the Subject Activities
Table 63	Primary Instructional Technique Used to Deliver the Activity
Table 64	Primary Instructional Technique Used to Deliver the Subject Matter Activities
Table 65	Beginning Month of Activities
Table 66	Beginning Month of Subject Activities
Table 67	Co-Sponsorship of Activities
Table 68	Council Institutional Co-Sponsorship of Activities
Table 69	Type of Faculty Teaching or Monitoring the Activities
Table 70	Usual Frequency of Offering Activities in Specified Location
Table 71	Usual Frequency of Offering of Subject Matter Activities
Table 72	1971-72 Activities Offered in Specified Locations During 1969-1970 and 1970-71
Table 73	Plans to Offer 1971-72 Activities in 1972-73, 1973-74, and 1974-75
Table 74	Plans to Offer 1971-72 Subject Matter Activities in Specified Locations During 1972-73, 1973-74, and 1974-75

TABLE NUMBER	TABLE TITLE
	APPENDIX D: TOTAL RESOURCES AVAILABLE TO AN EXTERNAL DEGREE PROGRAM
Table 75	Total Activities Available to an External Degree Program
Table 76	Graduate Level Activities Absolutely Restricted to Only Graduate Students
Table 77	PBES Category Designation of Activities
Table 78	Subject Categories
Table 79	Location of Subject Categories
Table 80	Educational Level Restrictions on Activities
Table 81	Educational Levels of Activities
Table 82	Educational Level Restrictions on Subject Categories
Table 83	Educational Level of Subject Categories
Table 84	On- and Off-Campus Location of Activities
Table 85	On- and Off-Campus Locations of Subject Categories
Table 86	Type of Credits Offered for the Activities
Table 87	Primary Instructional Technique Used to Deliver the Activity
Table 88	Beginning Month of Activities
Table 89	Type of Faculty Used to Teach or Monitor the Activities
Table 90	Usual Frequency of Offering of Activities in Specified Location
Table 91	Plans to Offer 1971-72 Activities in Specified Location During 1972-73, 1973-74, and 1974-75
Table 92	Plans to Offer 1971-72 Subject Activities in Specified Location During 1972-73, 1973-74, and 1974-75

LIST OF FIGURES

FIGURE	PAGE NO.
1: Map - State of Michigan and Counties; and Member Institutions of the Michigan Council of State College Presidents	xi
2: Conceptual Distinction Between Various Types of External Degree Programs	4
3: Conceptual Distinction Between Various Types of External Degree Programs	5
4: Conceptual Distinction Between Various Types of External Degree Programs	5


Keweenaw
7
Ontonagon
Houghton
Baraga
8
Gogebic
Marquette
Iron
Alger
Luce
Chippewa
5
Mackinac
Schoolcraft
Dickinson
Delta
Menominee
Emmet
Cheboygan
Presque Isle
Charlevoix
Otsego
Montmorency
Alpena
Antrim
Leelanau
Benzie
Grand Traverse
Kalkaska
Crawford
Oscoda
Alcona
Manistee
Wexford
Missaukee
Roscommon
Ogemaw
Iosco
Mason
Lake
Osceola
Clare
Gladwin
Arenac
Huron
Oceana
Newaygo
3
Mecosta
Isabella
1
Midland
Bay
10
Tuscola
Sanilac
Muskegon
Montcalm
Gratiot
Saginaw
Ottawa
4
Kent
Ionia
Clinton
Shiawassee
13
Genesee
Lapeer
St. Clair
Allegan
Barry
Eaton
6
Ingham
Livingston
Oakland
9
Macomb
Wayne
12
14
Van Buren
Kalamazoo
15
Calhoun
Jackson
11
Washtenaw
2
Berrien
Cass
St. Joseph
Branch
Hillsdale
Lenawee
Monroe

INSTITUTIONS

1. Central Michigan Univ.
2. Eastern Michigan Univ.
3. Ferris State Coll.
4. Grand Valley State Coll.
5. Lake Superior State Coll.
6. Michigan State Univ.
7. Michigan Technological Univ.
8. Northern Michigan Univ.
9. Oakland Univ.
10. Saginaw Valley Coll.
11. Univ. of Michigan, Ann Arbor
12. Univ. of Michigan, Dearborn
13. Univ. of Michigan, Flint
14. Wayne State Univ.
15. Western Michigan Univ.

Figure 1

State of Michigan and Counties; and

Member Institutions of the Michigan Council

of State College Presidents

CHAPTER I

BACKGROUND, PURPOSE AND GOALS

The purpose of the project described in this document was to study the feasibility of an external degree program among the member institutions of the Michigan Council of State College Presidents (MCSCP), and, based upon these data and analyses, make recommendations for the implementation of such a degree. This chapter includes the rationale behind the external degree, the history leading to the MCSCP external degree project, and the goals of Phase I of the external degree project.

A. THE RATIONALE BEHIND THE EXTERNAL DEGREE

1. Nontraditional Study

A great deal of interest as well as considerable activity in nontraditional education is evident throughout the country. Most recently, the external degree has been receiving much attention and it as well as nontraditional approache are being attempted in many institutions of higher education (Gould, 1972). An apparent emotional surge has grown, among educators and the lay public alike, toward a postsecondary educational system with more flexibility than heretofore available. A growing need is evident for a system which includes a broader variety of options from which the individual may choose, regardless of the potential student's age or circumstances.

Some difficulty exists in defining "nontraditional education" in a precise manner. The term is so general, all-encompassing and variously used as to defy accurate definition. The elements of change, relevance, flexibility or adaptability to individual need, increased options, use of modern technology, and location are all usually apparent in the stated definitions and development of nontraditional study. Such elements may serve as a guide until a more carefully constructed definition emerges.

2. What is an External Degree?

What is an External Degree? In the minds of many academicians, the word "degree" in the designation "External Degree" may overshadow the more important notion of educational outreach wherein lies the greatest promise for educational invention. "External Degree" is an outward-directed concept of higher education that suggests programs be made available for qualified students of all ages. Depending on their individual circumstances, these students may find it difficult or impossible to be a part of the regular campus scene. The external degree concept suggests bringing the professional acumen and resources of higher education to students wherever they may be found. External Degree Programs may open, in the words of Chancellor Glenn S. Dumke (of the California State University and Colleges), "a new world to students who thought their opportunities were gone by" (1972).

A conceptual distinction should be drawn between "Extension Degrees," "Special Adult Degree Programs" and true "External Degrees" whatever may be their particular structure or format. The conceptual distinction used here is that of Mathieson (1972). Stated simplistically, "Extension Degrees" are those degree programs offered to adults through evening colleges and continuing education divisions. Their only immediate distinction from regular degrees is that (1) they are open to adults, and (2) the programs are offered during the evenings. These account for the bulk of degree programs offered within the "core" system of post-secondary education. "Special Adult Degree Programs" fall into a category overlapping "Extension" and "External Degrees." That is, some of them are "Extension" degrees specifically offered for adults, and others are "External Degrees" offered for adults. "External Degrees" can be defined as those programs where the educational parameters of who, what, where, and how are designed to be much more open. For example, programs where a great deal of independent study is involved on the part of the individual learner might be so classified. Each of these degree types overlap and it is thus difficult to clearly differentiate the features of "External Degrees." By examining Figure 2, one might visualize how "External" degree programs and proposals are defined as those programs, institutions, and proposals which fall in the shaded portion of the universe of programs represented in the figure.

Another way of trying to clarify the conceptual distinction between the various types of programs is through another set of diagrams, Figures 3 and 4. These figures are based on the principal criteria of the degree of choice exercised by the learner over what he learns, how he learns it, where he learns it, and when he learns it.

Assuming that Figure 2 is a meaningful representational model, at least four kinds of External Degree Programs are hypothetically possible:

a. Extension degrees aimed at age groups above 18 where the instruction takes place away from the main campus while employing the newer instructional technologies;

b. Special Adult Degree Programs which employ independent study (guided or otherwise);

c. Degrees by examination, mentor-centered programs not involving residence requirements; or

d. Complex systems embodying characteristics of each of the above.

If Figures 3 and 4 are assumed to represent reality, then the situation becomes even more complicated. For even if External Degree Programs fall into

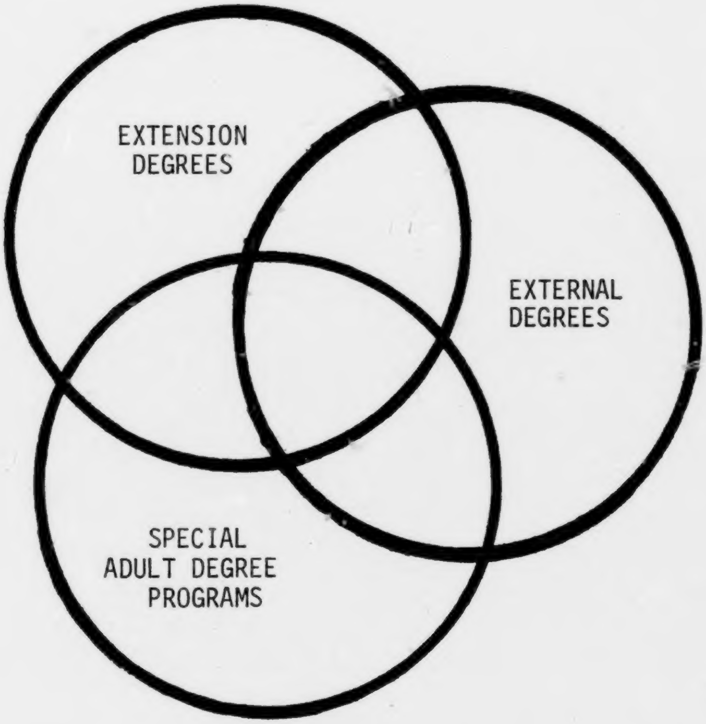

EXTENSION
DEGREES
EXTERNAL
DEGREES
SPECIAL
ADULT DEGREE
PROGRAMS

Figure 2

Conceptional Distinction Between Various Types of External Degree Programs

(Modified from Mathieson, 1972, p. 46)

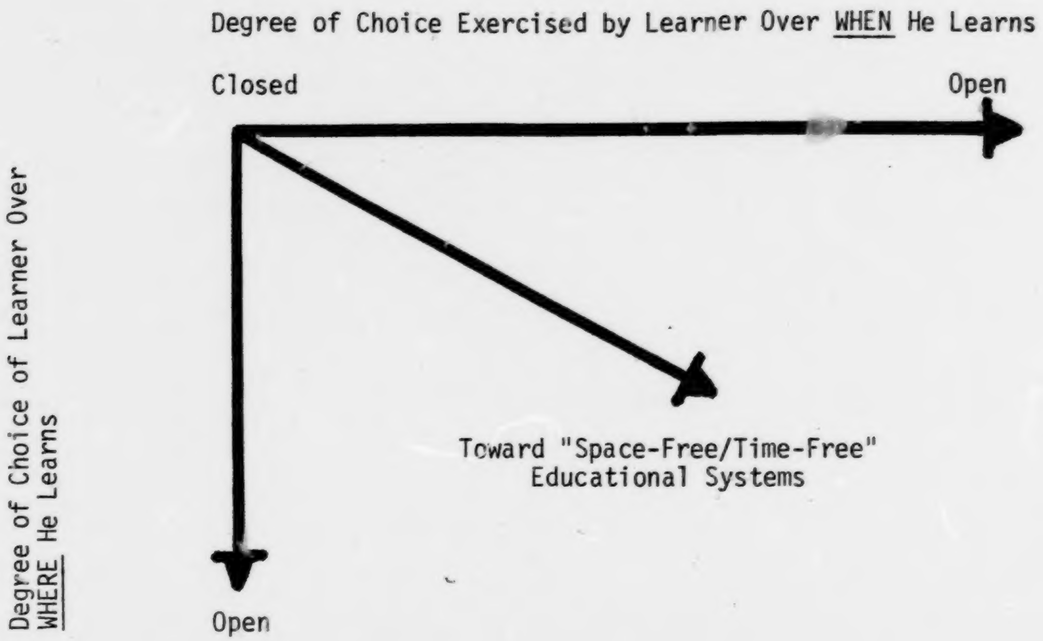

Degree of Choice Exercised by Learner Over WHEN He Learns
Closed
Open
Degree of Choice of Learner Over WHERE He Learns
Toward "Space-Free/Time-Free" Educational Systems
Open

Figure 3

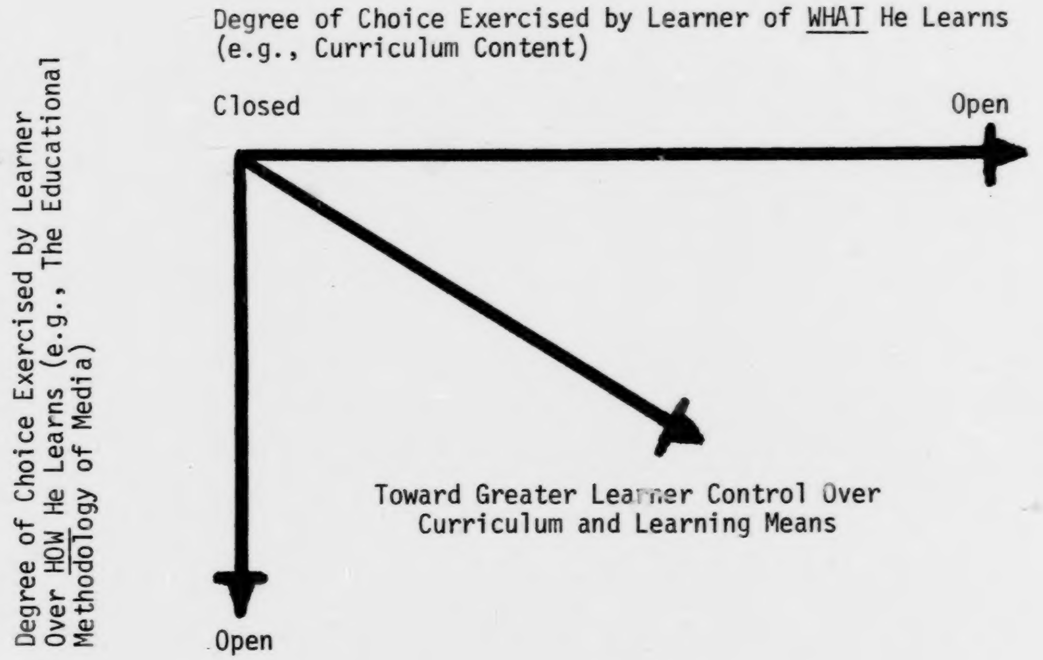

Degree of Choice Exercised by Learner of WHAT He Learns (e.g., Curriculum Content)
Closed
Open
Degree of Choice Exercised by Learner Over HOW He Learns (e.g., The Educational Methodology of Media)
Toward Greater Learner Control Over Curriculum and Learning Means
Open

Figure 4

Figures 3 and 4: Conceptual Distinction Between Various Types of External Degree Programs

(Modified from Mathieson, 1972, p. 47)

one of the four above mentioned categories, they can be further sorted out according to the degree of choice exercised by the learner over the variables relating to what he learns, where he learns, when he learns, and how he learns it. This may be further complicated by the fundamental questions of:

a. who is likely to have access to these programs;

b. the extent to which these programs represent an extension of credentialism;

c. the extent to which these programs open out curriculum areas of individual and societal need.

Thus, External Degree Programs vary in their characteristics and attributes. They all possess, however, some "external component." That is, special arrangements exist in place of traditional residence, on-campus requirements for the degree.

3. Evolution of the External Degree

Enabling students to earn academic degrees without the necessity of ever setting foot on campus is a significant dimension of an even larger idea. The larger idea amounts to a substantive and far-reaching directed restructuring of much of higher education and of the fundamental fabric that has characterized colleges and universities for over two centuries.

The evolution of the "external degree" approach to education cannot be well considered without first considering American society itself. Institutions are said to reflect the life styles of their time, but the fact remains that the collegiate model which is most predominant in higher education reflects rather accurately the 17th and 18th Century social context in which the American college was born rather than 20th Century needs and concerns. (See Boyer, 1972 for a more detailed discussion of the social context in which the American college was born and the evolvement of the "fortress" approach to higher learning. Parts of the following discussion are based on Boyer's discussion.)

The evolution of the External Degree is found in the fact that in nearly every way the conditions which produced the classic "fortress" approach to higher learning have vanished and a new kind of collegiate model must emerge, one that reflects the social conditions of our time.

From an era of intellectual scarcity, an age of abundance has been entered. The challenge today is not that of hoarding together for a lifetime a limited number of scholars, but of finding ways for thousands of gifted, highly mobile teachers to be productively used in generating a broader intellectual base. The revolution in communications no longer limits the passing of knowledge to the face-to-face, foot-of-the scholar, rabbinical relationship that dates back to ancient times. Television, both private and commercial, now exists. Indeed, children between the ages of five and ten spend as much time watching television as they spend in formal schooling. Telephone lines and satellites now make it possible for students to converse with scholars around the world. Computers store and transmit information with breathtaking speed. Students may, with cassettes, "check out" the professor and take him home, listening or relistening to lectures at a time and place of personal convenience. Stated simply, today's student is bombarded on all sides with new ideas in a multitude of ways. He does not need to travel each day to a distant campus, to the high and isolated ivory tower where the "oracles" are heard.

This has become a world in which "Sesame Streets" teach the fundamentals. A transformation in understanding and information has occurred all up and down the line, but too many in higher education are confronting the new generation of college freshmen with the ABC's of tired old lesson plans.

A transportation revolution also is occurring. Even the student of "average income" can study now at many different places throughout the nation or, with cut-rate overseas travel fares, throughout the world. Ribbons of freeway instead of rutted roads are now available and high speed cars can place many formerly isolated campuses only minutes away. The nation's Capitol is only an hour or an afternoon away from campuses; and a weekend trip to see the Renaissance treasures of Florence can now replace a visit to the library to thumb through some worn and faded picture prints.

Clearly, the changes in communication and transportation alone in this country are sufficient to demolish the notion that a college education must be limited to residence on a single campus for a four-year block of time. The time is ripe to develop collegiate patterns that recognize that a network of learning resources can be reached by students easily and conveniently, and that it is no longer possible or necessary to accumulate all of the resources on a single spot called "the campus."

In just 10 years the number of adults engaged in formal learning (a segment of the population which has tended to be ignored because of notions that college was a kind of pre-adult cultural rite instead of a process of education) has nearly tripled--from 9.6 million in 1960 to 25 million adults today. For most of these "new" students, returning to college cannot mean a return to a full-time Monday-through-Friday kind of operation. To them, the outmoded forms, the bankers' hours, the credit and curricular inflexibility do not seem merely quaint anachronisms; rather they are viewed as frustrating evidence of a creaky structure unable to respond to new demands.

Clearly, different arrangements are needed to accommodate the broad range of talents and special needs of the adult population. This group cannot possibly be served without more flexible and fully honorable non-campus nonresidential programs.

But, what about those young people who do come fresh from high school, the "young adults." They, too, are far different from their counterparts just a generation or two ago. On the most obvious level, they are different physically. Today's entering freshmen are three inches taller and 20 pounds heavier than those of 50 years ago. They enter puberty 18 months sooner and reach full growth two years earlier than their counterparts of 1920.

Another difference is the increased ability and greater readiness of vast numbers of todays students. According to standardized tests of scholastic achievement, today's teenagers are a year and a half ahead of their parents' attainments at the same age. The hypothetical "average youngster" is the product of a drastically altered public school system. He goes to school longer and learns more than ever before. All in all, the student seeking admission to college today has had about 25 percent more formal schooling than his father had had just 20 years ago, and twice as much as his grandfather had had 40 years ago. With the dramatic change in the content as well as the length of instruction, the plain fact is that today's 18-year old has attained a level of academic achievement equal to that of the junior college graduate of two decades ago.

Thus, todays students know more before they arrive on campus, and many of them are sufficiently adroit and motivated to go about learning on their own within less structured frameworks of guidance.

Is it any wonder, then, that a growing number of young people feel "burned out" and bored by formal classroom instruction by the time they enter college? How can young people reasonably be expected to sit through 18 years of essentially similar patterns of teaching--from ages four to twenty-one or more--without occasional restlessness, spasms of revolt, or withdrawal into indifference?

What this all adds up to is the simple yet far-reaching conclusion that most of the collegiate models being utilized still reflect the societal and educational conditions of the past. The pattern of higher education today and in the past was developed as much for institutional convenience as it was to serve students. The earlier prototypes in planning have nearly always centered on creating campuses and the formal structures within them. These institutionalized modes and trappings, however, are working less well all the time. Educational institutions are being out-paced on many fronts and current systems are on the edge of failure (Dumke 1972). Millions of Americans are now looking for an alternative to the residential college. The "external degree" is one approach which recognizes that because of changes in communication, changes in transportation, changes in the age and intellectual ability of students, learning need not be confined to a single campus or to rigid blocks of time. For this generation, as it will be for coming generations, the process, not the setting, is the essential thing. That is the "why" of the external degree.

External degree programs are essentially based on the rationale that: (1) individual students are more important than standardized institutions and structures; (2) students have a great deal of unrealized potential that usual paths to academic degrees do not and cannot entirely tap; and (3) the classroom, while a valid vehicle of instruction, need not be the sole vehicle.

Inherent within an external degree program is both the acceptance and appreciation of the increased ability and readiness of students, as well as their desire and motivation to go about learning on their own within less structured frameworks. An external degree program acknowledges the student as a self-motivated learner, and supplies him with the advice, supervision and tools to get on with the job.

It opens to students the avenues and resources that will permit them to reach their goals more readily. It also increases their options. Through it, students can challenge, by examination (written, oral, or both), blocks of knowledge in curricula without dutifully sitting through months of coursework they already know in substance. Students also are allowed to demonstrate skills in laboratories, in library research, or in field study associated with employment and other experiences.

Similarly, an external degree program can and should be inventive and resourceful enough to find appropriate new ways to appraise scholastic progress of students, ways that work with no less integrity than conventional modes and which will base degrees even more squarely on academic achievement.

Various concerns have been expressed concerning the external degree. Quality control, academic rigor and other familiar phases have been used to obfuscate the issues. One concern is that the external degree approach will completely replace the conventional four-year campus-based plan. This, of course, is not the case and in no way suggests doing away with what has been proven and tested. Effective change is built on that which precedes it and is a logical extension of its forerunner. If an institution is not on-going and developing in a continual state of becoming, then it may be going downhill. Some would not, however, completely rule out the external degree approach as an extremely long-range possibility, but think it highly unlikely that it will come about in the foreseeable future. There will continue to be a majority of students who, because of their interests or inclinations or a sense of tradition, will prefer - at least part-time - a conventional campus experience. And that is as it should be. The point is, however, that for a growing minority, the present hoops are unacceptable - and the external degree alternative, among other alternatives, should be made available.

One of the most frequently expressed fears is that non-traditional education may threaten the relationship between the teacher and the student. If properly guided, however, quite the reverse will be true. Models of non-traditional study can be developed in which teachers can remain central to the educational effort. For too long we have tended to look to the classroom as a single vehicle of instruction. It is a valid vehicle, but it need not be the sole one. People learn in various ways and the University Without Walls, for example, attempts to encompass them all. Teachers and scholars also have been intimately involved in the planning of Empire State College. Although it is a college without a campus, it does have a full-time faculty. And, although less formally structured than in the past, the encounter between student and mentor lies at the very heart of the approach. Chancellor Boyer of the State University of New York believes the encounter and interaction can be rich - possibly richer than the present design of education.

Finally, a more frequently stated concern is the matter of quality. A concern exists among many about the so-called diploma mills, the fly-by-night operations, the easy, casual deceptive exercises being given a "collegiate" stamp. This problem cannot be ignored, but what it really comes down to is a need for a clearer definition of what is meant by "quality" in education and how it is to be measured.

Quality does not mean the number of credit hours on the student's transcript. Quality is not measured by the amount of time a student has lived on campus, or by the number of lectures that student has attended. Quality is not guaranteed by forcing students to jump through an identical and well-worn set of hoops. And it is certainly not guaranteed by pouring millions of dollars into bigger and better buildings.

What, then, is meant by "quality"? Quality in education reduces itself to three simple fundamentals. What is needed, first, is a student who wants to learn. Secondly, adequate resources are needed that will help the student to learn. Finally, a process is needed by which the student can be properly guided and his progress rigorously assessed. If these conditions prevail, quality is found; if they do not prevail, quality is absent. No casual relationship exists between quality in education and where that education takes place. The three criteria cited can be met off as well as on the campus.

Furthermore, external degree program developments represent a response by higher education, in the formal sense of the phrase. To the extent that colleges and universities implement this kind of response, they can provide safeguards of quality that they are probably most qualified and motivated to provide. To the extent they hold back in their response, a parallel system of post-secondary education may very well grow to immense size and strength in this country.

Therefore, one cannot agree that responsibly guided External Degree Programs will necessarily become cut-rate operations that will cheapen the educational enterprise. Indeed, it could be argued that in certain very significant respects such an approach may tend to remove some of the deceptive crutches which have been used as an escape from quality tests, and in the process could, in fact, enhance the quality of education.

John Gardner (1961) once said that there are times when institutions are shaped by the conscious, rational decisions of the men who lead them, but that this is not the only way institutions change. He said they can also drift and be pushed along by thousands of historical accidents, shaped aimlessly like the shifting desert sands.

The opportunity is now at hand to lead and mold a meaningful model for higher education rather than to allow institutions of higher education to drift as they have been doing for some time. Either new educational forms will be developed within existing institutions or new institutions will be created. Either we set about the task of creatively restructuring higher education ourselves or it will be done for us. The issue is no longer whether to change. It is instead a question of what changes will be made and how rapidly--and under whose leadership and direction.

B. HISTORY LEADING TO THE MCSCP EXTERNAL DEGREE PROJECT

The members of the Michigan Council of State College Presidents initiated early in 1971 a serious exploration of means by which the Continuing Education activities of the 13 four-year institutions might be better coordinated to expand higher education opportunities throughout the state. Several proposals designed to accomplish this purpose were suggested to the Council during the following year. At the presidents' request, four of these proposals were developed for full debate and discussion by the Council:

1. Creation of an Institute of Continuing Higher Education, an entity separate from existing colleges and universities, but administered cooperatively by Continuing Education personnel of these institutions.
2. Creation of an Associated Universities of Michigan as a subsidiary to the four-year colleges and universities for the purpose of offering coursework in an undergraduate degree program leading to an external degree.

3. Creation of a College of External Studies to offer off-campus coursework leading to external degrees at the Bachelor's and Master's level.

4. Initiation of Consortium of regional consortia to promote greater operational cooperation between state colleges and universities in the conduct of off-campus instructional programs.

During the process of study and discussion of these proposals there evolved within the Council a consensus that while none would fully accomplish the Council's purposes several features of the plans proposed had the unanimous support of the presidents. Consequently, on December 14, 1971, the Council endorsed the general concept of an external degree program as a desirable avenue for further exploration and agreed that such a program should:

1. Be a non-specialized instructional program leading to a degree in general studies.

2. Be statewide in scope so that qualified residents in every part of the State might have access to the degree program.

3. Allow a student to earn a degree without ever having completed on-campus coursework.

4. Allow credits earned in the program through any participating institution to be applied to degree requirements.

5. Involve maximum use of non-traditional instructional delivery systems.

Further, it was the Council's decision that its efforts should focus on the development of a plan based on cooperative agreements among the participating institutions. This approach was determined to be preferable to the creation of a new and separate degree-granting entity in view of the peculiar structure of the public higher education system in Michigan. The implementation of such an approach, it was agreed, would require one or more of the institutions to agree to accept credits earned at other participating schools and to offer an external degree upon successful completion of curricular requirements agreed to by all institutions. This approach would require cooperative action by some, if not all, of the institutions through interinstitutional agreements. This voluntary cooperation plan would require no action outside the institutions to make the program operable other than the normal accrediting process.

The Council voted at their February, 1972 meeting: (1) to proceed with the development of "voluntary cooperation plan", and (2) to select a director to assume the responsibility for leadership in this external degree project. The framework of the project outlined at the February meeting contained four parts:

1. Conduct an inventory of all off-campus coursework currently offered by the 13 Council institutions.

2. Determine by examination of the inventory to what extent the combined course offerings of all institutions constituted a degree program.

3. Identify suitable alternative models for a consortium - administered degree program, given the resources available in Michigan, and construct an agreement among institutions on the pooling of resources.

4. Determine to what extent each of the participating institutions is prepared to offer an external degree.

A director was appointed, and July, 1972 saw the initiation of Phase I of the External Degree Project. Phase I consisted of implementing and completing project parts 1 and 2 outlined above; and it is Phase I which is reported in this document.

C. PURPOSE AND GOALS OF THE EDP PROJECT: PHASE I

The Council thus studied the various alternatives for a statewide external degree program and abandoned the alternatives which called for the creation of a separate entity to administer the program and award the degrees. The Council determined that if there was to be a statewide external degree program it would have to be operated by cooperative arrangements among the institutions.

The purpose of the MCSCP External Degree Program Project was to explore the feasibility of establishing a consortium of the 13 Council institutions to conduct a statewide external degree program.

The goals of Phase I of the EDP Project were to:

1. Conduct a survey of all off-campus coursework currently offered by the Council institutions.

2. Determine from the survey findings to what extent the combined course offerings of all Council institutions constitute a degree program.

3. Identify a model for an external Bachelor of General Studies degree given the resources available among the Council institutions.

CHAPTER II

LITERATURE REVIEW[1]

The recent past has witnessed a burgeoning interest in non-traditional modes of higher education, with a concomitant burst of literature on the subject. Sources include a variety of periodicals, both those concerned specifically with issues in the field of education, as well as more secularized news publications; books, pamphlets, and papers coming out of commission studies; and informational bulletins on programs which are now being operationalized. Dates of publication, thus far, span only a few years, 1970-1973.

The intensity of the literature indicates the growing scrutiny under which institutions of higher education find themselves, not only as to how they are responding to present needs, but also their ability and willingness to adapt to future demands and visions. This chapter follows the evolutionary nature of thought as ideas and proposals for viable alternatives to traditional education were developed. The focus will be on external degree programs, an idea whose time, many people believe, has come. This chapter does not pretend to cover all external degree programs, but rather a brief description of a sampling of programs, both in operation and proposed.

A. NON-TRADITIONAL MODES OF EDUCATION

Despite the flurry of interest in non-traditional education, it remains an elusive concept. In an attempt at clarification, the Commission on Non-Traditional Study (1971) operating on a grant from the Carnegie Corporation, has defined non-traditional education as everything which lies outside the definition of traditional education. This can encompass a vast array of elements, but always includes the considerations of change, relevance, flexibility to meet individual needs, opportunity for expanded options, use of modern technology, and dispersed location. Essentially, then, such a discussion involves two newly vitalized questions. The first is a substantive consideration of the educational process - who shall be its participants. Thus come the demands for curriculum options, and increased access and opportunity for higher education.

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[1] This literature review was written by Cheryl L. Maranto, Research Assistant to the Project Director of the External Degree Study, and a student of the James Madison College at Michigan State University.

One of the most obvious vehicles for curriculum flexibility is independent study, by which course credit can be obtained without formal required class meetings or regular meetings with the instructor. Opportunity to undertake independent study is not a new or unusual phenomenon, but its acceptance requires a recognition that learning is fundamentally an individual process which can be fostered in a variety of ways. Increased frequency of its use, and making it available to a wider portion of students allows for the time/space flexibility necessary for non-traditional study.

The "learning contract," by which students individually negotiate the content, depth, and mode of several courses, or their entire program, is an extension of the independent study concept. It permits a measure of both freedom and control, and its use is increasing nationwide.

An essential portion of any program of non-traditional education must include, not only modes which permit the basic structure of academic acquisition ("courses") to occur in many settings and at any time, but also means by which academic knowledge - regardless of how it was acquired - can be recognized and accredited. This can be done through credit by standardized examination, or through life experience credits.

The most widely known and used exams are the Advanced Placement Exams and the College Level Examinations (CLEP), both sponsored by the College Entrance Examination Board. Although the Advanced Placement Program is available only to those incoming college freshmen who have taken specially designed courses in high school, it substantiates that college level learning can and does take place outside the walls of an institution of higher education. CLEP offers both General Examinations in English composition, mathematics, natural sciences, humanities, and social sciences - history, and Subject Exams in 29 fields. More exams are being developed. They can be taken by anyone who so desires, and no formal preparation is required. The experimental CLEP testing program conducted by the University of Missouri - St. Louis Extension Division administered exams to 337 men and 632 women between July 1, 1969 and June 30, 1971. Persons taking the exams included the physically handicapped, grandparents, unskilled workers, middle aged mothers, managers, professionals, and government employees at all levels. Fifty-eight percent of all those who took the exams earned at least one "passing" score (Fagin, 1971). These exams help to re-open educational opportunities, particularly for mature adults. Their use avoids duplication of effort for the individual student and aids in conserving the scarce resources of educational institutions.

A continuing trend is evident for many institutions to incorporate internships, and field study, referred to by various terms, into many programs of study. The incorporation of internships and field study is an attempt to provide practical "real world" experience as a part of academic training. Granting credit for life experience is doing so ex post facto. Credit for life experience requires increased scrutiny, but when such experiences are related to a program of study, some institutions are granting credit.

Central to the concept of non-traditional education is the belief that education is a continual process which cannot be confined by time or space. Thus, it is not surprising that the length of time it traditionally takes to earn a bachelor's degree, and the block of time in which it is normally earned, are now being re-examined by administrators, educators, and students alike. Given the increasingly better preparation of high school students and the structure of the American baccalaureate degree of two years of unspecialized liberal study prefacing specialization, the feasibility of shortening the time required without narrowing its scope deserves consideration. The lock-step method in which high school graduates immediately enter college both restricts their options and severely handicaps adults who either were forced to or chose to forego higher education at that time. In addition, an unspoken but widely adhered to belief exists that "education" optimally occurs only during that period of life, from 18-22. Such a belief exacts severe personal and social losses by allowing much potential to go unutilized. Non-traditional education reasserts the life-long nature of education, and attempts to re-orient institutions of higher learning to fit this reality. Adults have become a new target group. (Brewster, 1972; Carnegie Commission, 1971; Chronicle of Higher Education, May 18, 1970.)

In conjunction with the new manner in which education is coming to be viewed, new educational resources within the community are beginning to be tapped. Faculty can now include professionals, practitioners, artists, and many other groups which can greatly contribute to an expanded educational process.

It can, with reason, be wondered why this sudden re-evaluation of education exists, who it serves and excludes, and the ways in which it is made available. Obviously, the re-evaluation of education involves a whole host of current concerns - most notably, those of social equity, economic and manpower needs, and efficient utilization of our human resources. As the psychology of scarcity is no longer applicable to the economic system in this country, so it is no longer applicable to the educational system. Access to higher education was widened in this country in the latter 1800's in response to societal demands. Such is the case once again. For better or worse, ours has become a credentialed society. As long as the avenues by which the credential (i.e., the degree) is gained are partially blocked to whole segments of the population, an artificial shortage of talent will persist.

The movement for non-traditional education is a response to the changing needs of society. Many non-traditionalists believe more people can be educated better, for less money if the options and resources at our disposal are fully explored and utilized. None of the ideas which have been discussed here are new, but increasing the frequency in which they are employed, and coordinating them creates a revitalized system.

The central question upon which the fate of non-traditional study will depend is whether educational quality can be maintained, or even improved. Scrupulous attention must be paid to this question. Accrediting institutions will have to establish standards of quality specifically applicable to the programs coming out of this movement. Continuing self-evaluation of programs is essential. Insuring quality will not be easy, because it never has been. However, by far the greatest threat to quality is intransigence in the face of criticism, for that invites sweeping change, which is much more difficult to control.

B. EXTERNAL DEGREE PROGRAMS

The external degree is one specific mode of speaking to the concerns of the non-traditionalists. Unified by the concept of time/space flexible study, six models[2] or approaches to operationalize this basic objective exist at present.

1. The Administrative-Facilitation Model

The traditional degree pattern is retained in this model, but the degree is earned outside the central structure of the university. The operation of the Administrative-Facilitation Model is usually through a separate administrative unit, such as an "Evening College" or "Continuing Education" Division. This new type of delivery system of more or less standard fare is an attempt to reach a different clientele. Educational Television and other technological devices are frequently used. Examples of external degree programs which are representative of the Administrative-Facilitation Model are described below.

a. TV College of the Chicago Junior College System is one of the earlier examples of this model, having begun operation in 1956. At present only an Associate of Arts degree is offered. Instruction is wholly via television, with examinations given at several centers, and assignments mailed in to the centers. TV College was studied by the founders of Great Britain's Open University.

TV College acts as a feeder of local four-year colleges. In the last twelve years, 2,200 students who graduated from City Colleges had completed at least one semester through TV College.

The majority of its students taking courses for credit are housewives or women employed outside the home. The average age of home viewers is 29, and almost 72 percent are women. To date, 350 degrees have been conferred, 275 of which went to present or former prison inmates. (The Chronicle of Higher Educat
Jan. 3, 1972.)

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[2] The classification system utilized, that of John R. Valley in Explorations in Non-Traditional Study, is unavoidably somewhat arbitrary, but nonetheless very useful.

b. Chico State College, located in California, opened in the fall of 1971. It offers baccalaureate degrees in American Studies, Business Administration, Child Development, Public Administration, Social Science, and Social Welfare.

Instruction for the first two years is on-campus at Shasta and Lassen Community Colleges. Upper-division work is pursued externally through Chico State. The program serves residents of Northern California who are unable to attend a four-year college campus to earn a degree. (Chico State College Bulletin, 1972, U.S. News and World Report, Oct. 4, 1971.)

c. The School of General Studies at Columbia University has been offering an external degree (B.S. in General Studies) since 1921. Classroom instruction is made available on-campus during late afternoons, evenings, and Saturday mornings

Students must be 21 years old or older (exceptions are sometimes made) to be admitted to the School of General Studies. More than half of the students usually are degree candidates, while one-third already hold degrees. More than half are employed full-time, the other half part-time. In addition, a significant and rising number of veterans are attending the School. (School of General Studies, Columbia University Bulletin, 1972-73.)

d. Stanford University makes a Masters Degree in Engineering available to full-time employed businessmen. Televised instruction is beamed into classrooms which are housed in industrial sites in the San Francisco-Berkeley area. Students may communicate via telephone with the instructor who is teaching the course live on campus. (Valley, 1972.)

e. The University of South Carolina offers externally a Masters in Business Administration. Closed circuit television instruction is received on regional campuses and classrooms at high schools and technical schools throughout the state. Telephones can be used for feedback to the live class (Valley, 1972).

2. The Modes of Learning Model

Encompassed within the Modes of Learning model, are these institutions which offer a new degree with different goals and requirements than traditional degrees. Such a degree program represents an attempt to tailor the instructional program, as well as the delivery system, to the needs of a new clientele.

a. The School of General Studies at Brooklyn College has a Special Baccalaureate Degree Program for Adults. The School has been offering the Bachelor of General Studies degree since 1953. The program consists of tutorials, "exemption exams" with credit, regular course work, seminars, and credits for life experience. An individually designed adult curriculum is developed in light of each student's particular motivation, abilities, and experience. A degree is usually earned in three or four years of part-time study. The clientele are typically over 30 years old, and have few, if any, formal college credits (School and Society, 1971).

b. The State University College of New York at Brockport admitted its first external student in January 1971. It offers the Bachelor of Liberal Studies degree. Modes of instruction include individual study, correspondence courses, televised courses, and regular coursework at Brockport or at other institutions. An annual three-week seminar at Brockport is required. Advanced placement is given for knowledge gained outside the classroom, and credit is given for prior college work. The program does not involve a major or minor concentration, nor required courses. All students do work in four subject areas - social sciences, humanities, natural science, and "an integrating area." Individualized programs are developed with the aid of a faculty adviser (DeLisle, 1972).

c. The Continuing Education Division of Syracuse University offers a B.A. in Liberal Studies. The degree can be earned through independent study courses in four areas of liberal studies -- humanities, mathematics, social science, and science, as well as scheduled residential seminars. Courses include extensive readings, written and oral exams, and take-home laboratory kits. Students maintain contact with advisers and instructors through the mail, tapes, and telephone. Plans have been developing to offer a B.S. in Business Administration in 1972 (DeLisle, 1972; Valley, 1972).

d. The University of Oklahoma awarded its first Bachelor of Liberal Studies in 1961. The degree program is composed of area studies in the humanities, social sciences, natural sciences, and inter-area studies. Each area study consists of independent study followed by a three week residential seminar. Students enter each area at their own level and proceed at their own pace. A Master of Liberal Studies also is available (DeLisle, 1972; Valley, 1972).

e. The Center for Continuing Education of the University of South Florida offers a Bachelor of Liberal Studies degree. The curriculum and arrangements are similar to that of the University of Oklahoma (see above). In addition, students must pass a comprehensive exam in each area (DeLisle, 1972; Valley, 1972).

f. University Without Walls (UWW) of the Department of Housing and Urban Development (HUD) began its National Urban Studies Program in 1970. Undergraduate and graduate degrees are earned through cooperating institutions. Courses consist of intensive one-week, three day, or two day sessions, with readings, assignments, and course outlines provided in advance. Credits also are given for previous work experience; training experiences through Federal, State, and local government, as well as private sources; on-the-job work study programs; tutorials and research within the individual's employing agency, and credit by examination. Audio-visual materials, programmed learning, and videotapes are used. Plans are now in existence to develop individual learning packages.

Participants of the program are HUD eligible employees of Federal, State, and local agencies, and the hope is to attract minority or disadvantaged persons wishing to enter public employment (HUD, 1970).

g. The University Without Walls of the Union for Experimenting Colleges and Universities, one of the most widely known programs, began operation in the fall of 1971. Most participating institutions award the Bachelor of Arts degree, either under the auspices of UWW, or in special cases from the participating institution. Representative of the institutions' programs are the following:

(1) Bard College's UWW instructional arrangements include tutorials in standard academic disciplines, specialized studies with Bard tutors or "adjunct faculty," regular course work at Bard or at other institutions, independent studies evaluated by proficiency exams, and internships. Programs stress the utilization of cultural resources from the college and community. No pre-established requirements exist - only those which are suggested by each student's goals.

Admission is limited to those 23 years and older who have completed a minimum of two years of accredited college work or its equivalent (DeLisle, 1972; Union for Experimenting Colleges and Universities, 1971; Valley, 1972).

(2) Chicago State University's UWW students are responsible for designing their own program, which can be in one field or any combination of fields. A faculty adviser, and an adjunct faculty adviser from outside the college, aid the student in program development and credits computation. Internships, work-study,

research, creative projects, and study with adjunct faculty are available modes of learning.

Students may be incoming freshmen, transfer students, those currently at CSU, and people who either were unable to begin college, or were forced to discontinue it (DeLisle, 1972).

(3) New York University's UWW program combines course work, field work (internships, apprenticeships, travel) and independent study, according to the student's design. Majors are not required. The clientele are of diverse interests and ages (DeLisle, 1972).

(4) University of Minnesota UWW students are aided by faculty advisers and community "mentors" in developing academic programs in their area(s) of interest. These programs presently include a very broad area, ranging from Oriental Art, to Innovative Elementary Education, to Man and Machine. The student body is correspondingly diverse. Students range in age from 17 to 61. Approximately one-quarter are in the traditional college age group, about one-half are young adults (22-35 years old), the remainder are middle-aged and older. One of the main criteria on which acceptance is decided is possessing clear educational objectives.

A Learning Resources Inventory is being developed, which will list innovative programs available in the University and other UWW units, special testing programs (such as CLEP), off-campus internships, and other educational possibilities (University of Minnesota, 1971).

(5) Other participating institutions of UWW are the University of Massachusetts, Morgan State, New College at Sarasota, Northeastern Illinois University, Howard University, Antioch, Roger Williams, Shaw University, Skidmore,

Friends World, Goddard College, Loretto Heights, Staten Island Community College, Stephens, and Westminster.

Considerable variation exists among the different UWW units, but several features are held in common. (1) Both faculty and students participate in developing the program. (2) Modes of instruction are numerous and varied - regular courses, independent study, internships, field experience, tutorials, televised instruction, and travel. (3) Curriculum content and the length of study are flexible, in accordance with the needs and goals of each student. (4) The range in age is broad, encompassing 16 to 60 year-olds, except for several programs which are tailored specifically for adults (those over 21). (5) Adjunct faculty are used. These may include professionals, practitioners, artists, or other community members skilled in a specific area. (6) Frequent communication is maintained between student, faculty, and advisers via numerous means. (7) Since emphasis is not on grades, credits, and other traditional measures, evidence of learning is substantiated by papers, works of art, tapes, logs, and a final project which must be a "Major Contribution" (Valley, 1972).

h. The Open University of Great Britain, the first external degree program of national scope, opened its "doors" in January 1971. At present a Bachelor of Arts, and an "honors" B.A. are offered; and future plans call for a Bachelor of Philosophy, Master of Philosophy, and Ph.D.. The instructional program consists of foundation-, second-, third-, and fourth-level courses consisting of specially written course material, weekly half-hour radio and television broadcasts, and bi-weekly tutorials at local study centers. Two foundation courses and four to six second-level and above courses are required for earning a degree (depending on whether or not an ordinary degree or an honors degree is earned). University faculty, BBC staff, educational technologists (to produce the educational software to be delivered via technological hardware), class tutors (who instruct and meet with students), correspondence tutors (who grade weekly assignments), and counselors (who deal with individual student's problems), are all necessary to develop and maintain the program.

The Open University (OU) admits people who are over 21 years old on a first-come, first-serve basis, with consideration given only to the individual's geographic location and intended field of study. During OU's first year, the student body was comprised of 33 percent teachers, ten percent in the professions and the arts, slightly under ten percent housewives, clerical employees, technicians, scientists and engineers; and four percent workers. In the group of applications for 1972, teachers remain the largest, but declining group; 18.5 percent came from skilled manual workers; and applications from housewives and shopkeepers also increased (Adams, 1971; DeLisle, 1972; Eurich & Schwenkmeyer, 1971; Read, 1971; Valley, 1972).

i. Rutgers University started a one-year trial program in the fall of 1972. Rutgers, and three other institutions, make use of Open University printed and film materials (but not radio and television). The experiment is being administered by the College Entrance Examination Board and evaluated by the Educational Testing Service (The Chronicle of Higher Education, May 1, 1972).

j. Minnesota Metropolitan State College began operation in February 1972. Liberal studies and professional training are stressed in its degree programs. Concentration is either in urban affairs and administration, or urban human services (social work, health services, and education).

Classes are held in already existing facilities throughout the metropolitan area. This instruction is integrated with "experiential learning" - in the students' present employment, work-study, community projects, internships, etc. The college's only facilities are a small suite of administrative offices.

The curriculum is aimed almost entirely at upper-level study, the expectation being to draw the bulk of its students either directly from junior colleges, or from the adult population with some previous higher education experience, but lacking a degree (DeLisle, 1972; Minnesota Metropolitan State College, 1971; U.S. News & World Report, Oct. 4, 1971).

k. The Institute for Personal and Career Development at Central Michigan University offers a B.A. or B.S. in Community Development, Management and Supervision, and Public Administration, the Bachelor of Individualized Studies, and M.A.'s in Community Leadership, Management and Supervision, and Public Administration.

Courses are usually offered in intensive time blocks. Other instructional modes include seminars, correspondence courses, credit by examination, developmental experiences (career or training experiences, past or present), independent study, directed readings courses, self-study with learning packages, work-study, and internships.

The program was designed for those otherwise unable to benefit from higher education due to job or personal circumstances, those who have interrupted their education, or have otherwise been ineligible due to economics, physical handicaps, etc. (Institute for Personal & Career Development Bulletin, 1972).

l. Other programs following the Modes of Learning Model which are now being proposed or planned are the New Jersey Open College, the B.G.S. program at Roosevelt University, Lincoln State University (a state-wide external degree program for Illinois), the University of the Commonwealth of Massachusetts, the External Degree Planning Consortium for Upstate New York, Michigan State University's Lifelong Education proposal, and Grand Valley State College's College IV.

3. The Examination Model

The sponsoring institution within this model may or may not offer instruction, but it gives credits and degrees solely on the basis of exam performance.

a. The Regents Degree Program of the State of New York exemplifies this type of external degree program. It is scheduled to begin operating in 1972 with Associate of Arts and Bachelor of Business Administration degree programs. More are to be developed later.

Tests are developed by committees of faculty from several institutions and normed against graduating seniors from representative institutions within the state. Degrees are awarded by the state. Unlike the College Level Examination Program, no institution need cooperate in order for an individual to receive a degree. (The Chronicle of Higher Education, Nov. 9, 1970 & Feb. 22, 1971; The Saturday Review, Oct. 17, 1970; Valley, 1972).

b. The Thomas A. Edison College, proposed in the State of New Jersey, is another example of the Examination Model. The College would give credit for previous college work, documented learning experiences, and successful performance on proficiency exams. Plans exist for cooperation with the New York Board of Regents Program to avoid duplication of effort and to speed up the timetable for offering exams in different fields (DeLisle, 1972, Valley, 1972).

c. The University of London, operating since 1858, offers all of its degrees externally. They are earned by taking the same exams required of internal students. External students either prepare for the exams at other colleges that offer courses leading into the University of London exams, or they may prepare as they wish, depending on what degree is to be earned (Valley, 1972).

4. The Validation Model

In this type of program, the degree-awarding institution sets up specific standards and requirements for a degree, and allows them to be satisfied by various means and sources.

a. Westbrook College in Portland, Maine, has offered its "Westbrook Plan" since 1970. Westbrook operates as a two-year college, but allows its A.A. graduates to complete additional requirements outside the institution and awards its baccalaureate degree to them (Valley, 1972; The Westbrook Plan Bulletin, 1972).

b. An International University of Independent Study, now under proposal, also follows the Validation Model. It would award A.A.'s and B.A.'s for a program of college-level instruction received anywhere in the world. It would accept for credit regular college courses; correspondence courses; CLEP, Advanced Placement, and New York Proficiency Exams; courses offered by the military; or independent study. These credits would have to fulfill designated requirements. Thus, the institution would serve the functions of providing information to students about available materials and opportunities for acceptable study in both general education and specialized areas, and work out individual academic requirements for individual programs (DeLisle, 1972; Valley, 1972).

5. The Credits Model

Under the Credits Model system the institution does not offer instructional or counseling services. The institution's function is to award credits and degrees for work in programs of other institutions that would meet its standard and whose quality it would guarantee.

a. The Council for National Academic Awards (CNAA) of England is the only existing example of the Credits Model. CNAA was established by royal charter in

1964, and offers both undergraduate and graduate degrees.

The Council is composed of representatives of the regional colleges and industrial interests which choose to be involved. The CNAA, not the instructional institutions, awards the degrees. It does not examine, but uses exams provided by the colleges to validate the work done (Valley, 1972).

b. The Commission on Accreditation of Service Experiences (CASE) is the closest American counterpart. Its function is to recommend to a degree-granting institution the amount of credit that should be awarded for instruction taken while in military service. These recommendations are arrived at via review by civilian educators with expertise in the areas involved.

In order for CASE to fully fit the Credits Model, four changes would be necessary. First, CASE would have to have the authority to award credit, not just recommend. Second, its jurisdiction would have to be broadened from military to all sources of instruction (e.g., proprietary, correspondence, private industry, etc.). Third, CASE would have to broaden its clientele to include civilians; and fourth, CASE would have to be able to award degrees as well as credits (Valley, 1972).

G. The Complex Systems Model

The degree-granting institution following the Complex Systems Model combines the features of several simpler external degree models in order to form a system rather than a singular program.

a. Empire State College provides an example of this model. Initiated in September of 1971, Empire State College (ESC) awards the Associate of Arts and Bachelor of Arts degrees in approved programs of study. These programs are developed by each student and his or her mentor (faculty adviser).

The program makes available to the student the resources of the entire SUNY (State University of New York) system, which is composed of 70 diverse institutions. Credit is given for correspondence courses, use of instructional materials prepared especially for Empire State students, televised courses, on-the-job and community experience, independent study, credit by exam, short seminars, and regular coursework at other institutions. Empire State will eventually have learning centers throughout the state, for student counseling, record storage and retrieval, and library and instructional services.

A possibility also exists of Empire State College working in conjunction with the New York Regents Degree Program. ESC could provide instruction for exams an individual was previously unable to prepare for in other ways. (DeLisle, 1972; Empire State College Bulletin, 1972; Valley, 1972).

b. The National University has been proposed by Jack N. Arbolino and John R. Valley. The National University would award degrees at all levels -- A.A.. B.A., and graduate. According to their plan, it would be a non-instructional institution which would work cooperatively with various instructional institutions. It combines features of the examination, credits, and validation models. Degrees could be awarded: (1) on the basis of exams; (2) jointly with an institution from which a major portion of instruction was received; or, (3) when National University credits are recognized by residential institutions, it could facilitate completion of a degree at these institutions.

The National University "program" could standardize the means through which previous educational experience, from its many possible sources, is recognized. It could vouch for a program's sufficiency without constant resort to equivalency exams. It could provide a central storage bank of information on individual achievement, convert it into credit, and send out "transcripts" to employers or other educational institutions. In short, National University could coordinate the many kinds of educational experience from non-traditional sources, facilitate the process of obtaining credit for them, and aid the continuation of educational achievement for many individuals previously excluded from the traditional educational structure (Arbolino & Valley, 1970).

C. SUMMARY

Interest and activity in utilizing non-traditional modes of education are increasing. The external degree is one specific non-traditional mode of education. Six models or approaches exist to operationalize the basic objective of the external degree. These models, unified by the concept of time/space flexible study, are the: (1) Administrative-Facilitation Model, (2) Modes of Learning Model, (3) Examination Model, (4) Validation Model, (5) Credits Model, and (6) Complex Systems Model.

CHAPTER III

PROCEDURES

Characteristics of external degree programs as well as examples of external degree programs have been presented in Chapters I and II. This chapter provides five possible models of the Bachelor of General Studies (BGS) degree; a description of the sources from which data were sought for the external degree feasibility study; the types of data collected; the instruments used; and the method of analyses. A summary of the major findings of the study as well as recommendations concerning a BGS external degree are provided in Chapter IV. Detailed results and tables are in Appendices A, B, C, and D.

A. DEGREE MODELS

The study was conducted with five possible models of the Bachelor of General Studies (BGS) degree in mind. The basic characteristics of these models are outlined below.

Model 1 is similar to the Bachelor of Individualized Studies (B.I.S.) degree offered by Central Michigan University in which a student develops in his own B.I.S. program and neither specific concentration nor distribution requirements are required.

The program is designed to serve the needs of students whose interests and abilities are not in keeping with the requirements of the more conventional, structured programs. The 124 semester-hour (186 quarter hour) degree is an attempt to provide opportunity for expression of unusual interest by providing for student involvement in flexible curriculum planning.

Students are encouraged to create their own areas of concentration, particularly when their individual interests and goals are best expressed by interdisciplinary curricula. A departmental major is not required. However, a student may obtain a concentration or an authorized major by meeting departmental requirements.

Model 2 is similar to the Bachelor in General Studies (BGS) degree offered by the University of Michigan in which neither distribution nor concentration requirements are required. The following are required of a BGS student:

a. Must complete 120 semester (180 quarter) hours.

b. Must complete at least 60 semester (90 quarter) hours of work in courses at the junior level and above.

c. Not more than 20 semester (30 quarter) hours earned in any one subject area[3] may be credited toward the 60 semester (90 quarter) hour requirement. This rule does not preclude a student from taking more than 20 semester (30 quarter) hours in a subject area if the hours are below the junior level or if a student takes more than 60 semester (90 quarter) hours of junior--and senior--level courses. Students are limited, however, to a total of 40 semester (60 quarter) lower-and upper-division level hours in a single subject area within the basic 120 semester (180 quarter) hours required for the degree.

Model 3 is a modification of the BGS degree program described above. While University of Michigan BGS graduates have been found to be quite enthusiastic toward the BGS program, one shortcoming with which they were most concerned was the restriction on the number of hours a student could take in any one subject area. These BGS graduates felt that the 20 semester (30 quarter) hour maximum for one subject area was restrictive and that the positive effect of the degree would have been even greater had there been no limitation on the number of hours a student could take in any one subject area.

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[3] "Subject area" substituted here for "department."

Thus, Model 3 differs from Model 2 in that Model 3 extends the number of hours a student may complete in any one subject area. Requirements a. and b. remain the same in Model 3; but requirement c. is changed as follows:

c. Not more than 30 semester (45 quarter) hours earned in any one subject area may be credited toward the 60 semester (90 quarter) hour requirements. This rule does not preclude a student from taking more than 30 semester (45 quarter) hours in a subject area if the hours in a subject area are below the junior level or if a student takes more than 60 semester (90 quarter) hours of junior- and senior-level courses. Students are limited, however, to a total of 50 semester (75 quarter) lower- and upper-division level hours in a single subject area within the basic 120 semester (180 quarter) hours required for the degree.

Model 4 is similar to the Bachelor of Elected Studies (BES) degree offered by the University of Minnesota in which neither distribution nor concentration requirements are required. The following are required of a BES student:

a. Must complete 180 quarter (120 semester) hours. Of these, 30 quarter (20 semester) hours of these may be drawn from courses not normally credited toward a College of Liberal Arts degree.

b. Must complete 75 quarter (50 semester) hours in Upper Division courses.

c. Is encouraged, in his program planning, to consider liberal education objectives as stated in the Council on Liberal Education statement adopted by the University of Minnesota Senate for all students. Each student is encouraged to develop his own means of achieving these general objectives. These liberal education objectives include:

> "... some skill in managing the instruments of inquiry and communication; some significant knowledge about nature, life, society, and man's artistic and philosophic achievements; some understanding of the methods and purposes of humanists, natural scientists, and social scientists; some command of a field of knowledge or an area of scholarly concentration."

Model 5 is a modification of the above BES degree program. Model 5 differs from Model 4 in that Model 5 includes General Education requirements. Requirements a., b., and c. would remain the same; but an additional requirement is made to include General Education Requirements (to be completed in either lower-or upper-division level courses).

d. Must complete General Education Requirements in the following four areas:

(1) Social Science (8 semester or 12 quarter hours)

(2) Natural Science and Mathematics (8 semester or 12 quarter hours)

(3) Humanities (8 semester or 12 quarter hours)

(4) English (includes English Composition) (6 semester or 9 quarter hours)

In categories 1, 2, and 3 activities must be taken in more than one academic discipline.

B. SOURCES FROM WHICH DATA WERE SOUGHT

The two sources from which data were sought concerning non-campus, evening and Saturday activities available for credit were the:

1. Academic Affairs offices for information about regular instructional program offerings.

2. Continuing Education and Extension Divisions for information about non-regular instructional program offerings.

The Academic Affairs offices of all 15 institutions, and the Continuing Education and Extension Divisions of 11 institutions participated in the External Degree Program Study. Two institutions, Ferris State College and Oakland University, do not have continuing education programs in which activities are available for credit (only non-credit activities are available). The continuing education and extension work for two other institutions, University of Michigan - Dearborn Campus and Flint College, is handled through the main campus at Ann Arbor.

C. TYPES OF DATA

The majority of the data collected concerned the specific undergraduate and graduate non-campus, evening, and Saturday activities available for credit during 1971-72. Other data collected were more of a general nature.

"Activities" were defined as "courses and similar educational activities." Non-campus, evening, and Saturday activities were emphasized as these are the types of activities most easily accessible to persons who would be in need of and interested in an external degree program. Information concerning both undergraduate and graduate activities was collected because graduate activities are often available to undergraduates. Activities offered during 1971-72 were surveyed to provide the base needed to assess resources available to an external degree program. Only information about activities available for credit was collected because only completed work in such activities would be applied toward an external baccalaureate degree.

1. General, Overview Data

General, overview data consisted of the following kinds of information:

a. Type of Calendar System used by each institution.

b. Baccalaureate Degrees Offered by each institution.

c. Undergraduate Residence Requirements of each institution.

d. General Education Requirements of each institution.

e. Special Graduation Requirements of each institution.

f. Off-Campus, Evening and Saturday Activity Involvement of Regular Instructional Program of each institution.

g. Educational Alternatives available for earning credit at each institution.

These alternatives included the following:

(1) Proficiency examinations developed by the institution

(2) Standardized proficiency examinations (such as the College Level Examination Program)

(3) Learning packages

(4) Life experiences

(5) Independent study

(6) Travel study

(7) Field study

(8) Community service activities

(9) Workshops, Conferences, Institutes

(10) Work-Study, Internships

(11) Others (e.g., Directed study, Special studies, Tutorials, Readings)

2. Activities Data

Data collected concerning non-campus, evening and Saturday activities consisted of the following kinds of information:

a. Activity Abbreviation and Alpha-Numeric Designation

b. Title of the Activity

c. Subject Matter Category of the activity. Subject matter areas or categories used numbered 30 and were modifications of academic subdivisions and occupational specialties defined by the U.S. Office of Education[4] (Huff and Chandler, 1970). These included subject matter categories at or above the baccalaureate level as well as below the baccalaureate level. (See Instructions in Appendix E).

These subject matter areas were:

01. Agriculture and Natural Resources
02. Architecture and Environmental Design
03. Area Studies

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[4] Higher Education General Information Survey (HEGIS) categories.

04. Biological Sciences

05. Business and Management

06. Communications

07. Computer and Information Sciences

08. Education

09. Engineering

10. Fine and Applied Arts

11. Foreign Languages

12. Health Professions

13. Home Economics

14. Law

15. Letters

16. Library Science

17. Mathematics

18. Military Sciences

19. Physical Sciences

20. Psychology

21. Public Affairs and Services

22. Social Sciences

23. Theology

49. Interdisciplinary Studies

50. Business and Commerce Technologies

51. Data Processing Technologies

52. Health Services and Paramedical Technologies

53. Mechanical and Engineering Technologies

54. Natural Science Technologies

55. Public Service Related Technologies

d. PBES Category[5] into which the activity best fit. The PBES Instructional Subcategories used numbered 12 and were coded 01-12, as in the February 1972 document.[5] Shortly after the study was underway, another document appeared in which the Research Subcategories also were coded 01-12, but, for some unknown reason, the Instructional Subcategories were coded 02-13. This study used the 01-12 coding. (See Instructions in Appendix E). PBES categories have been incorporated in the budgetary system of each of the MCSCP institutions; and were included in this study for future use in the possible implementation of an external degree program.

e. Educational Level of the activity (freshman through graduate) as classified by the institution.

f. Restriction on Educational Level. Was the activity an undergraduate level activity or a graduate level activity usually: (1) absolutely restricted to graduate students; (2) generally available to some levels of undergraduates who meet special conditions; or, (3) generally open to some levels of undergraduates without restriction.

g. Type of Instructional Technique. The one method by which the activity was primarily delivered, i.e., the instructional technique. The following thirteen techniques were explored.

   (1) Course: an organized instructional program on a specific topic or area in which students and faculty meet live face-to-face regularly over a period of weeks or months, but with intervening time periods between sessions.

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[5] PBES - Program Budget Evaluation System for Higher Education, State of Michigan, February, 1972.

(2) *Field Study, Workshop, Institute, Conference*: an organized instructional program for credit in which students meet in session for at least three hours, although the program may last as long as several weeks. There are usually *not* intervening time periods of days or weeks between sessions.

(3) *Correspondence*: the traditional correspondence format where the student receives a study guide which includes a list of required tests and materials, study instructions, supplementary information and specific lesson assignments. Written by the instructor, the study guide's main purposes are to provide a format and structure for the student's study and to initiate and maintain communication between the student and the instructor. Using the study guide, his textbooks, and other materials, the student works at his own pace through a series of assignments which he sends to the instructor for comment and evaluation. In some cases, the correspondence format may be less structured, and the student may be exempted from the periodic lesson assignments. Instead, in consultation with the instructor, the student chooses his own method of study, concentrating--to a greater or lesser degree according to his interest--on different aspects of the course content. The work to be submitted for evaluation depends upon the course content and the student's interests and abilities.

(4) *Independent Study*: this less structured method allows the student relative freedom in his educational study and work. Instead, in consultation with an appropriate instructor, the student chooses his own subject to be studied and his method of study.

For the most part, there is little step-by-step evaluation and control. The work to be submitted for evaluation varies widely depending upon the subject to be studied and the student's interests and abilities.

(5) Credit By Examination: this method of study allows the student to prepare himself largely on his own for a final examination, the passing of which entitles him to credit in the course. The credit by examination method is used primarily by students with an extensive background in an area and who wish mainly to re-orient their practical experiences to an academic framework in order to earn degree credit. The student usually applies for credit by examination, and a fee is assessed him if the decision is made by the instructor and/or others that the student has sufficient background to earn credit by examination.

(6) Closed Circuit TV Instruction: instruction mainly or entirely by TV with program preparation and distribution completely controlled by the institution.

(7) Closed Circuit Audio Instruction: instruction mainly or entirely over a closed circuit audio system completely controlled by the institution.

(8) Broadcast TV Instruction: instruction over commercial or educational TV channels which is available to the public but permits a viewer the option of registering with the institution and meeting its requirements.

(9) Broadcast Radio Instruction: instruction broadcast over one or more radio stations available to the public but allows listeners to exercise the option of registering with the institution and meeting its requirements.

(10) Learning Packages this method permits the students to study away from the institution and facilitates such learning activities. Learning packages may be developed by institutions or by corporations. They may incorporate electronic and visual aids, and a student may have access to full lectures through cassettes, programmed instruction, film strips, video tapes, and other instructional devices.

(11) Workstudy and Internships: this method provides the individual with an opportunity to obtain academic credit while continuing in a career pursuit. Work-study programs and internships are used in this respect to enhance career opportunities in an existing position or to serve under an individual in a structured internship. A work-study program consists of a specific course of academic study carefully integrated with on-the-job experiences. The internship provides opportunity for individuals to serve in positions above their current level or in other units or agencies.

(12) Travel-Study: programs of travel and study tours enable the student to combine world travel with study of the countries visited and the earning of college credit.

(13) Other: other methods of instruction not listed above by which a student may earn college credit.

h. Type of Term Credits given for the activity (quarter, semester, or both).

i. Number of Credits Offered for the activity.

j. Beginning Month of the activity.

k. Location of the activity. Was the activity located: (1) in one of the 83 Michigan counties (see Instructions in Appendix E for a list of the counties); (2) within Michigan, but the exact location could not be specified; (3) outside of Michigan, but within the country; (4) outside of the country; or (5) no specific location at all.

l. Co-Sponsorship of the activity. Was the activity: (1) sponsored only by a single institution; (2) sponsored by two or more CCCHE[6] institutions only, or two or more COUNCIL[6] institutions only; or (3) sponsored by two or more institutions, both CCCHE/non-CCCHE, or COUNCIL/non-COUNCIL.

m. How Many and Which CCCHE or COUNCIL Institutions Sponsored the activity.

n. On- or Off-Campus. Was the activity: (1) on-campus of one of the sponsoring CCCHE institutions or COUNCIL institutions; or (2) off-campus from one of the sponsoring CCCHE institutions or COUNCIL institutions.

o. Type of Faculty. Who taught or "monitored" the activity: (1) faculty working for the sponsoring institution (institutional); or (2) supplementary faculty procured elsewhere (supplementary); or (3) both.

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[6] CCCHE - Coordinating Council for Continuing Higher Education. (These institutions are also member institutions of the MCSCP.) COUNCIL - Member Institutions of the Michigan Council of State College Presidents (MCSCP).

p. Usual Frequency of Offering in the Specified Location. How often is the activity usually offered in the specified location.

q. Offering of the Activity in the Specified Location During 1969-70 and 1970-71.

r. Plans to Offer the Activity in the Specified Location During 1972-73, 1973-74, and 1974-75.

D. DATA COLLECTION PROCEDURES

The data outlined in Section C was collected primarily through various survey instruments. These data were supplemented by information from institutional catalogs and brochures. The survey instruments were specifically designed by the Project Director for the External Degree Program Study.

1. General, Overview Data Collection

The general overview data was collected primarily by means of an instrument entitled the Survey of Undergraduate Degree Requirements and Educational Alternatives for Acquiring College Credit (see gold form in Appendix E). These data were supplemented by information from institutional catalogs.

The survey form (23 pages in length and including 17 major items) was sent to the academic officer at each of the 15 institutions. The information returned on the form, supplemented by information from institutional catalogs, was put into tabular form and returned to the academic officers for their additions and corrections.

The survey form requested information from each institution pertinent to baccalaureate degrees offered; general education and special graduation requirements; residence requirements; involvement of the regular instructional program in evening, Saturday, and off-campus credit activities; various educational alternatives for earning college credit (including proficiency examinations, "life experiences," learning packages, and independent study); and opinions concerning possible problems in the development or implementation of an external degree program.

2. Activities Data Collection.

Activities data were collected primarily by means of two instruments entitled: (a) the Survey of Undergraduate and Graduate Activities Available for Credit Through Continuing Education, Extension and Similar Services During 1971-72, and (b) the Survey of Undergraduate and Graduate Non-Campus Activities Available for Credit Through the Regular Instructional Program During 1971-72 (see green forms in Appendix E). One form was initially developed to acquire information about continuing education activities; and then modified to obtain information about the regular instructional program activities.

Both instruments asked for similar information about each activity including abbreviation and alpha-numeric designation; title; subject matter category (modified HEGIS category); PBES category; educational level; restriction on who could register for the activity; type of instructional technique or delivery method; type of term credits; number of credits offered; month of year the activity started; location of activity; co-sponsorship or not; how many and which institutions sponsored; on- or off-campus; type of faculty; usual frequency of offering; offering of activity in specified location during 1969-70 and 1970-71; and plans to offer the activity in the specified location during 1972-73, 1973-74, and 1974-75.

The two instruments were each ten pages in length and folded out in an accordian-like fashion into five pages printed on both sides. Ten activities or offerings could be reported on each survey form. Eighteen items or questions had to be completed for each activity. The instruments were constructed and precoded so that once the information was supplied on the forms they would be ready for keypunching.

A set of detailed *Instructions* (31 pages in length) was developed for each instrument to help in the accurate completion of the survey form (see Appendix E).

a. *Pretest*. The survey instrument and instructions were pretested before final forms of each were developed and administered. The instrument and instructions were sent to each of the continuing education directors who were asked to complete all of the items for five of their credit activities offered in 1971-72, and to make suggestions for modification of the form and the instructions. The Directors also were asked to complete a questionnaire of ten items (*Supplementary Questions* - see blue form in Appendix E) which asked for information pertinent to the final form and conduct of the survey of off-campus courses.

Problems encountered in completing the pretest form, responses to the *Supplementary Questions* questionnaire, as well as suggestions offered by the Directors were all used in the development of the final instrument and set of instructions.

While the instruments were similar, the method of collecting information from each resource varied, and are described below.

b. *Continuing Education and Extension Resource*. Forms entitled *Survey of Undergraduate and Graduate Activities Available for Credit Through Continuing Education, Extension, and Similar Services During 1971-72*, were sent to the continuing education directors of the 11 institutions which had continuing education activities available for degree credit.

The number of forms sent to each director was based on their response to question I in the questionnaire administered during the process of pretesting the activities data instrument. Each director was asked to indicate how many 1971-72 activities he anticipated reporting in the forthcoming survey, and was then sent that amount plus a few extra.

The directors were asked to report on the forms every single offering in 1971-72. For example, if a given course had 20 sections offered, then each section was reported as a separate offering; and two survey forms were completed in reporting the 20 offerings (ten offerings per survey form). (See memoranda to continuing education directors in Appendix E).

c. Academic Affairs Resource. Forms entitled Survey of Undergraduate and Graduate Non-Campus Activities Available for Credit Through the Regular Instructional Program During 1971-72 were primarily completed by MCSCP staff.[7] Information from the 1971-72 institutional catalogs was used to complete as many items for each non-campus activity as possible. "Non-campus activities" were defined as "any activity for which it was possible to do most of the work off-campus." The forms were then sent to the academic officer at each institution so that information for incomplete items could be filled in, and information about any additional activities not described in the catalogs could be supplied.

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[7] Forms used to collect information about continuing education activities were modified, by hand for specific questions, to collect information about regular instructional program activities.

Due to the tight scheduling of the project period and the time factor involved, the academic officers were asked to report activities separately by term rather than by section (sometimes as many as 90 or more sections of a given activity can occur in a term). Consequently, the academic officers were also asked to provide a list of the number of sections[8] offered each term for each non-campus activity. (See memoranda to academic officers in Appendix E.)

E. METHOD OF ANALYSIS

The method of analysis utilized was descriptive--frequency and percentage distributions.[9] Those activities categorized as "Undergraduate" (not graduate), "graduate, but usually open to undergraduates without restriction," and "graduate, but usually available to undergraduates who meet special conditions" were sorted out and analyzed for the study. These were considered to be activities available to undergraduates and the results of these analyses are presented in this report.

Those activities categorized as "absolutely restricted to only graduate students" were sorted out and analyzed separately. These "graduate only" analyses are not presented in this report.

F. SUMMARY

Five possible models for a Bachelor of General Studies Degree are presented for use in an external degree program.

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[8] These lists of sections are available in the office files of the Michigan Council of State College Presidents.

[9] Mr. Lynn Peltier, Assistant Director of Institutional Research (MSU), was responsible for and exceedingly helpful in acquiring and coordinating keypunching and data processing services at Michigan State University.

The two sources from which data were sought concerning non-campus, evening and Saturday activities available for credit were the: (1) Academic affairs offices for information about regular instructional program offerings, and (2) Continuing Education and extension divisions for information about non-regular instructional program offerings.

The majority of the data collected concerned undergraduate and graduate non-campus, evening. and Saturday activities available for credit during 1971-72. "Activities" were defined as "courses and similar educational activities."

Other data collected were more of a general nature. These data, collected from each institution, included calendar systems; baccalaureate degrees offered; residence requirements; general education and special graduation requirements; off-campus, evening, and Saturday activity involvement of regular instructional programs; and educational alternatives available for earning college credit.

Activities data collected consisted of the following information for each activity: abbreviation, alpha-numeric designation and title; subject matter category; PBES category; educational level and restriction on registration; instructional technique; type of term credits and number of credits; beginning month; location; co-sponsorship or not and how many sponsors; on- or off-campus; institutional or supplementary faculty; usual frequency of offering; offering of activity in 1969-70 and 1970-71; and plans to offer the activity in 1972-73, 1973-74, and 1974-75.

Data were collected primarily through various specially designed survey instruments supplemented by institutional catalogs and brochures.

The method of analysis was descriptive utilizing mainly frequency and percentage distributions. Only data concerning activities categorized as "undergraduate," "graduate, but usually open to undergraduates without restriction," and "graduate, but usually available to undergraduates who meet special conditions" are presented in this report.

CHAPTER IV

MAJOR SURVEY FINDINGS AND RECOMMENDATIONS

This chapter contains (1) a summary of the major findings of Phase I of the External Degree Program (EDP) Study; and (2) recommendations for an external degree based on these findings.

The goals of Phase I of the EDP Study were to:

1. Conduct a survey of all off-campus coursework currently offered by the MCSCP institutions.

2. Determine from the survey findings to what extent the combined offerings of all MCSCP institutions constitute a degree program.

3. Identify a model for an external Bachelor of General Studies degree given the resources available among the MCSCP institutions.

Prior to the initiation of the EDP Study, Phase I, the Council of Presidents endorsed the general concept of an external degree program as a desirable avenue for further exploration. They also determined that a statewide external degree program could most feasibly be operated by cooperative arrangements among the MCSCP institutions. The implementation of such an approach, they agreed, would require one or more of the institutions to accept credits earned at other participating schools. An external degree would be granted upon successful completion of curricular requirements agreed to by all institutions. This approach would require cooperative action by some, if not all, of the institutions through interinstitutional agreements. This voluntary cooperation plan would require no action outside of the institutions to make the program operable other than the normal accrediting process.

The Council of Presidents also agreed that such a program should:

1. Be a non-specialized instructional program leading to a degree in general studies.
2. Be statewide in scope so that qualified residents in every part of the State might have access to the degree program.
3. Allow a student to earn a degree without ever having to complete on-campus coursework.
4. Allow credits earned through any institution participating in the program to be applied to degree requirements.
5. Involve maximum use of non-traditional instructional delivery systems.

A. MAJOR SURVEY FINDINGS

The major survey findings are presented in the two sections that follow: 1. Findings which relate to the feasibility of and resources for an external degree program; and 2. Findings which relate to the implementation and ongoing development of an external degree program.

1. Feasibility of an External Degree Program

The major findings of the survey of all off-campus course work currently[10] offered by MCSCP institutions (Goal 1 of the EDP Study) indicate that the combined offerings of all MCSCP institutions could constitute a degree program (Goal 2 of the EDP Study).

Those findings that indicate that an external degree program is feasible among the MCSCP institutions are listed below.

a. Numerous off-campus activities[11] (total = 6,571) available to undergraduates for degree credit are offered through the continuing education and extension divisions (3,589) and through the regular instructional programs (2,982).

b. Non-traditional educational alternatives for earning college credit are available through some institutions. These include, but are not limited to, the use of: (1) institutionally developed proficiency examinations, (2) standardized proficiency examinations (e.g., CLEP and CEEB-APP), (3) learning packages, and (4) life experiences.

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[10] All off-campus work offered in 1971-72 was surveyed.

[11] "Activities" were defined as "courses and similar educational activities." The activities surveyed included almost all off-campus activities; and some were evening and Saturday on-campus activities.

Other educational alternatives available through some institutions are variably named and include independent study, directed study, special studies, tutorial studies, readings, field study, community service, and foreign study.

c. These 6,571 off-campus activities are available in 29 identified subject areas which fall in the five broad categories of Social Sciences; Verbal-Linguistic and Humanities; Science, Mathematics, and Engineering; Education; and Other.

d. These activities are spread throughout most (68) of Michigan's 83 counties as well as in additional locations[12] within and outside of Michigan as well as outside of the country.

e. Each of the subject categories of activities are normally offered in some (slightly less than one-half to slightly more than three-fourths) of the 68 counties with activities. Each of the subject category activities also can be found in the additional locations within and outside of Michigan as well as outside of the country.

f. All of the 6,571 off-campus activities are available to undergraduates.[13] Of those, 51% are designated as undergraduate level activities; and 49% are designated as graduate level (18% are generally open to some level of undergraduates without restriction; and 31% are generally available to some levels of undergraduates who meet special conditions).

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[12] Additional locations for purposes of the survey were categorized as: "Within Michigan in Nonspecifiable Locations;" "Outside of Michigan, but Within the Country;" "Outside of the Country;" and "No Specific Location."

[13] An additional 2,412 activities (beyond the 6,571) were absolutely restricted to only graduate students and were excluded from these analyses.

g. Off-campus activities are available at all levels--freshman through senior, as well as graduate.

h. All the MCSCP institutions have undergraduate off-campus activities.

i. Undergraduate level as well as graduate level off-campus activities are available in each of the five subject categories.

j. Undergraduate level activities are located in most of the counties with activities as well as in additional locations within and outside of Michigan and outside of the country. Graduate level activities are located in all 68 counties with activities as well as in additional locations within and outside of Michigan and outside of the country.

k. Almost all of the activities are located off-campus primarily in specific locations, and others in non-specific locations.[14] The few activities located on-campus are evening and Saturday activities.

l. Off-campus as well as on-campus activities are available in each of the subject categories.

m. Off-campus as well as on-campus activities occur in all 68 counties with activities.

n. A variety of instructional techniques are utilized to deliver the activities. These include, but are not limited to: Course; Independent Study; Work-Study, Internship; Correspondence; Field Study, Workshop, Institute, Conference; Travel-Study; Broadcast Radio; Credit by Exam; Closed Circuit or Broadcast TV; and Learning Package.

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[14] "non-specific" location--the activity could be located anywhere because it was independent study, correspondence, or a similar type.

o. The activities begin during each month throughout the year, as well as "Anytime" during the year.

p. Institutional faculty are utilized to teach or monitor most of the activities. Supplementary faculty procured elsewhere are utilized for a small proportion of the activities.

q. Two-thirds of the activities are usually offered some regular time during each year (e.g., one, two, three or four terms each year) in the specified location; and one-third are usually offered "sporadically or on demand."

r. There is an apparent consistency in offerings from year to year. A large proportion of the activities (1971-72) were also offered in the past (1969-70 and 1970-71) in the specified location.

s. A sizeable proportion of the activities will be offered in the future: 69%--1972-73; 43%--1973-74; and 43%--1974-75.

t. More activities will be offered in the subject categories of Education, Social Sciences, and Verbal-Linguistic and Humanities, than in the categories of Science, Mathematics and Engineering, or Other.

2. Implementation and Ongoing Development of an External Degree Program

These findings which related to the implementation and ongoing development of an external degree program are listed below.

a. Most (60%) of the MCSCP institutions use essentially a semester system as an on-campus operating base. However, almost an equal percentage of off-campus activities are offered for quarter as for semester credit (slightly more for semester).

b. Three "general degrees," out of 74 variably named baccalaureate degrees (and a total of 143 degrees), are offered by the MCSCP institutions. These general degrees (B.G.S., B.I.S., and B.A. in Lib. Arts) are each offered by a single different institution.

c. All of the institutions require that a certain number of credits be earned in residence at a specified time in the individual's academic career. Three institutions have somewhat lenient or flexible residence requirements in that the minimum total units required in residence are small, and the minimum final units may be completed in either on- or off-campus courses associated with the institution. In other words, residence seems to be sometimes only defined as courses offered by the institution. The minimum total units required in residence at the other 12 institutions are generally greater, and most, if not all, must be earned as the final units in residence.

d. While general education requirements vary broadly within and between the MCSCP institutions, four areas are consistently required: Social Science, Natural Science (including a mathematics option), Humanities, and English.

e. The regular undergraduate instructional program of the MCSCP institutions includes some on-campus evening and Saturday activities, and some off-campus daytime, evening, and Saturday activities. These evening, Saturday, and off-campus activities of the regular instructional program in each institution are offered through the continuing education and extension division alone; through other departments or divisions alone; and/or through joint arrangements between the continuing education and extension division and other departments or divisions in the institution.

f. Although non-traditional educational alternatives for earning college credit are available, some of these are offered on a very limited basis by only a few institutions. Especially limited in use and offering are life experience credit and learning packages.

While institutionally developed proficiency examinations are available in 13 institutions, and standardized proficiency examinations (e.g., CLEP) in 14, neither of these opportunities is utilized or encouraged extensively, and some of the institutions do not permit many credit hours earned through such examinations to be applied to a degree.

Other educational alternatives such as community service, foreign study, and field study are also offered on a very limited basis.

g. The activities offered are most often in the subject category of Education. This is followed by Social Sciences, and Verbal-Linguistic and Humanities. Fewer activities are offered in the subject categories of Science, Mathematics, and Engineering, and Other.

h. Fifteen of Michigan's 83 counties have no activities: Alger, Baraga, Clinton, Crawford, Gogebic, Ionia, Kalkaska, Lake, Mackinac, Manistee, Menominee, Montmorency, Newaygo, Oceana, and Ontonagon.

i. Less than one percent of the total activities occur in each of the 42 counties.

j. Nine of the 68 counties with activities are "heavier" with activities than are other counties. These counties are, in descending rank order, Wayne, Oakland, Kent, Genesee, Saginaw, Macomb, Berrien, Muskegon, and Chippewa. Activities also tend to occur most frequently in "No Specific Location;" "Within Michigan in Nonspecifiable Locations" and "Outside of the Country."

k. Most of the activities offered off-campus in specific locations within the 68 counties are offered through the continuing education and extension divisions. On the other hand, most of the activities offered off-campus in non-specific locations within and outside of Michigan are offered through the regular instructional programs.

l. While each of the subject category activities tend to be located in some of the 68 counties with activities, the spread of activities is greatest for Education (58 counties) followed by Social Sciences (45). The spread of less wide for Science, Mathematics, and Engineering (37); Verbal-Linguistic and Humanities (32); and Other (27 counties).

m. While all of the activities were available to undergraduates, almost one-half were graduate-level activities. Less than one-half of these graduate activities were of the more accessible type (generally open) to undergraduates, and more than one-half were the less accessible type (meet special conditions).

n. While activities were available at all levels, far fewer were available at the lower division level (13% freshman and 15% sophomore) than at the upper division level (36% junior and 50% senior), and graduate level (51%).[15]

o. With one exception, those institutions which offer the greater proportion of the off-campus activities also offer mostly graduate level activities. That is, while all institutions offer off-campus undergraduate activities, the nine institutions (with the exception noted above) with the largest proportion of undergraduate activities are not the institutions with the greater number of activities.

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[15] Educational levels are not mutually exclusive categories so percentages do not total 100%.

Furthermore, most of the undergraduate offerings at these nine institutions are at the senior level, or somewhat less frequently at the junior level. No sophomore designated activities are offered by these nine institutions; and only one NCSCP institution has mostly freshman level activities.

p. Most of the undergraduate activities are in the subject categories of Social Sciences (30%) and Verbal-Linguistic and Humanities (25%). Fewer are in Education (19%); Science, Mathematics, and Engineering (13%); and Other (13%).

Over half (59%) of the graduate level--generally open to undergraduates--activities are in Education. Much fewer are in the Social Sciences (18%); Verbal-Linguistic and Humanities (10%); Science, Mathematics, and Engineering (9%); and Other (5%).

Slightly less than one-half (46%) of the graduate level--available to undergraduates who meet special conditions--activities are in Education. Fewer are in Social Sciences (21%); and even less in Verbal-Linguistic and Humanities (13%); Science, Mathematics, and Engineering (12%); and Other (7%).

q. While undergraduate activities were located in most of the 68 counties with activities, lower division activities were located in only 38 counties, in contrast to upper division activities which were located in 62 counties. Graduate level activities were located in all counties with activities.

r. Activities located off-campus in specific locations were mainly in Education. Less frequently offered were Social Sciences, Verbal-Linguistic and Humanities; Science, Mathematics, and Engineering; and Other.

Activities located off-campus in non-specific locations were mainly Verbal-Linguistic and Humanities, and, less frequently, Social Sciences; Science, Mathematics, and Engineering; Other; and Education.

Activities located on-campus were, in descending rank order, Verbal-Linguistic and Humanities; Social Science; Education; Other; and Science, Mathematics, and Engineering.

s. Off-campus activities in specific locations were found in all 68 counties with activities.

t. A wide range (1-95) of credits is offered for two-thirds of the off-campus activities, although most are offered for two, three, and four credits. Almost one-third of the activities are offered for variable credit.

u. Although a variety of instructional techniques and resources are used to deliver the activities, far too few of these techniques are widely utilized. Slightly less than half (48%) of the activities, use the "Course" instructional technique.[16] The next most frequently used technique is "Independent Study" for 37% of the activities,[17] followed by "Work Study, Internship" (7%). Used less frequently are "Correspondence" (3%); "Field Study, Workshop, Institute, Conference" (2%); "Travel-Study" (1%); and for less than one percent of the activities "Broadcast Radio," and "Closed Circuit or Broadcast TV."

v. Although activities begin every month during the year, some months--September, January, March, and June--as well as "Anytime" during the year are more frequent starting dates for activities than are other months. Almost no activities begin in February, October, November, and December.

w. Very little co-sponsorship of activities exists between the MCSCP institutions, or between the MCSCP and non-MCSCP institutions.

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[16] Many of these are activities offered through the continuing education and extension divisions.

[17] Many of these are activities offered through the regular instructional programs.

x. One-third of the activities are usually offered "sporadically or on demand," and two-thirds are usually offered at some regular time during each year (e.g., one, two, three or four terms each year) in the specified location.

y. While a sizeable percentage of the activities will be offered in the future, plans are also uncertain for less than one-fourth (21%) in 1972-73, and for over one-half in 1973-74 and 1974-75 (54% and 55%, respectively).

Plans are uncertain for more activities in the subject categories of Education and Social Sciences, than for activities in the categories of Verbal-Linguistic and Humanities; Science, Mathematics, and Engineering; and Other.

B. RECOMMENDATIONS

The following recommendations are made based upon the findings of Phase I of the External Degree Program Study:

1. Recommend: A Bachelor of General Studies external degree be offered among the MCSCP institutions.

2. Recommend: The off-campus, evening, and Saturday activities available to undergraduates for credit as offered through both the continuing education and extension divisions and the regular instructional programs be used in the Bachelor of General Studies (BGS) external degree program.

3. Recommend: The Presidents of the MCSCP institutions bring together the academic officers and the directors of continuing education and extension divisions to develop a plan for the implementation, coordination, administration, and continual development of the BGS external degree program.

4. Recommend: Vigorous, sincere, and constructive cooperation among the MCSCP institutions. Due to the breadth of offerings and the variables associated with their availability as well as the limited cooperative efforts currently in existence, the BGS degree is doomed to failure without such cooperation.

5. Recommend: a. The most flexible and adaptable BGS external degree model possible be offered. Model 4 appears to be most appropriate. In this model, neither distribution nor concentration requirements are required. A BGS student:

(1) Must complete 180 quarter (120 semester) hours; 30 quarter (20 semester) hours of these may be drawn from courses not normally credited toward a liberal arts degree.

(2) Must complete 75 quarter (50 semester) hours in Upper Division courses.

(3) Must have an overall grade average of C or better in the 180 quarter (120 semester) hours presented; and must achieve a C average grade or better in the 75 quarter (50 semester) Upper Division hours.

(4) Is encouraged, in his program planning, to consider liberal education objectives, and to develop his own means of achieving these general objectives.

> In its broadest sense a liberal education frees one from the limitations placed by ignorance on ones powers of judgment and choice. Put in another way, a liberal education leads to the acquisition of a critical awareness applicable to a wide range of problems associated with the intellectual life, with ones own and other cultures, with the community, and with interpersonal relationships and self-awareness.
>
> The ways of knowing and kinds of knowledge that mark the thought and action of the liberally educated person include, but are not limited to: some skill in managing the instruments of inquiry and communication; some significant knowledge about nature, life, society, and man's artistic and philosophic achievements; some understanding of the methods and purposes of humanists, natural scientists, and social scientists; some command of a field of knowledge or an area of scholarly concentration.[18]

b. Alternative Recommendation: If Model 4 is not seen as an immediately feasible degree model, then Model 5 is recommended. Model 5 is a modification of the above model. Model 5 differs from Model 4 in that Model 5 includes general education requirements. Requirements 1, 2, 3, and 4 would remain the same. A fifth requirement would be:

(5) Must complete General Education requirements in the following four areas through either lower or upper division level courses:

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[18] From a Council on Liberal Education statement approved by the University of Minnesota Senate.

a. Social Science (8 semester or 12 quarter hours)

b. Natural Science and Mathematics (8 semester or 12 quarter hours)

c. Humanities (8 semester or 12 quarter hours)

d. English (includes English Composition) (6 semester or 9 quarter hours)

In categories 1, 2, and 3 activities must be taken in more than one academic discipline.

6. Recommend: No on-campus residence requirement, i.e., no hours required to be completed in residence.

7. Recommend: Mutual respect be expressed for the academic integrity of MCSCP institutions to facilitate flexible and non-punitive acceptance of credits among the MCSCP institutions and to the member institutions offering the BGS external degree.

8. Recommend: a. Recognition of the resources available to the BGS external degree through the community colleges across the State of Michigan which would enable the community colleges to provide lower division activities for the BGS external degree program.

b. Respect be expressed for the academic integrity of the community colleges to facilitate acceptance of credits from the community colleges by the member MCSCP institutions offering the BGS external degree.

9. Recommend: The establishment of a system whereby credits from the on-campus regular instructional program offerings of the MCSCP institutions can be applied toward the BGS external degree.

10. Recommend: The establishment of a system whereby credits from non-MCSCP institutions can be transferred and applied to the BGS external degree.

11. Recommend: Extensive development and wide use of other education alternatives for earning college credit, including, but not limited to, proficiency examinations and life experience credit.

12. Recommend: Extensive development and wide use of instructional techniques or delivery systems especially suited to an external degree. These techniques include, but are not limited to, learning packages; closed circuit and broadcast TV; closed circuit and broadcast radio/audio; work-study and internships; field study, workshops and institutes; travel-study; correspondence; and independent study (i.e., directed study, special readings, special studies, tutorial studies).

13. Recommend: Development of more activities in the subject categories of Social Science, Verbal-Linguistic and Humanities, and especially Science and Mathematics.

14. Recommend: Study of the 15 counties with no activities and the 42 counties which each have less than one percent of the activities to see if opportunities for participation in the BGS external degree would be available to members of those counties who so desired to seek such a degree.

15. Recommend: Utilization of existing facilities throughout the State of Michigan in the implementation of an external degree program, e.g., for advising and counseling, registration, distribution of BGS external degree program materials, resource centers, etc. Such facilities include, but are not limited to, regional centers, community colleges, high schools, libraries, and so forth.

16. Recommend: A Master's degree in general studies be offered among the MCSCP institutions.

17. Recommend: Full funding for effectiveness be appropriated: (a) to mount and sustain a highly effective on-going evaluation of the external degree program(s); and (b) to hire and sustain a highly effective evaluation staff both in numbers and competencies.

C. OTHER CONSIDERATIONS

The focus of this study, Phase I, was on the feasibility of an external degree program and the resources available to implement such a program.

The focus of the next phase, Phase II, should include the:

1. Identification of a suitable structure or model for a consortium-administered degree program, given the resources available, and the construction of an agreement among the institutions on the pooling of resources.

2. Determination to what extent each of the participating institutions is prepared to offer an external degree.

Other issues and concerns not covered or referred to in this report, to which attention must be given include, but are not limited to:

1. Cost as well as differences in funding and budgeting between the regular instructional programs and continuing education and extension divisions.

2. Admission requirements and procedures.

3. Registration procedures.

4. Advising and counseling.

5. Faculty loads and participation in the program.

6. Advertising and recruitment.

The need or demand for an external degree program also has been raised as a question. Several programs now exist in Michigan. The Institute for Personal and Career Development at Central Michigan University has a full program which is nationwide in scope extending all the way to Hawaii. Other projects in

Michigan include Aquinas College in Grand Rapids with a full off-campus degree; and a cooperative external degree program with no residence requirements among Western Michigan University, Grand Valley State College, Ferris State College, Aquinas College, and Muskegon Community College coordinated through the Coordinated Higher Education Planning Center at Muskegon Community College. Shaw College in Detroit and the University of Detroit also have external students. Wayne State University now has a "College of Life-Long Learning" which may get into the external degree business.

Numerous individuals who are in touch with the educational needs of Michigan residents believe a significant need and demand exists for an external degree program. One of these individuals, Milton Goldstein, has been intimately involved with the Institute at Central Michigan University. He has also been involved in the external degree type of program for over ten years and has had considerable opportunity to study the market and demand across the country as well as overseas. Goldstein's previous involvements with external degree programs include the University of Oklahoma, Southern Illinois University, State University of New York, University of Northern Colorado, Shaw University, and a number of other institutions. All of these programs, as well as the Institute program at Central, have found that the demand has far exceeded their initial ability to implement their programs.[19]

Goldstein's previous experience also indicates that the demand in Michigan should, if anything, be as great or greater than the demand as evidenced by the current enrollments in the Empire, Edison and Metropolitan State College programs and should, therefore, produce an interest from a wide range of prospective students." The many requests the Institute has received from individuals, professional organizations, industry, etc., make it obvious that a great demand exists within the State.

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[19] Communication by letter from Milton Goldstein, Associate Director, Institute for Personal and Career Development, Central Michigan University, January 2, 1973.

While the state colleges and the community colleges provide access to higher education through the traditional mode, Goldstein's previous studies "have always shown that hundreds of thousands of potential students cannot partake of course offerings in the normal fashion. Housewives and people working on a 'shift' basis are of course obvious examples. In rural areas, isolated persons are also potential students. A look at larger urban areas around the state will indicate many population centers that are only served by a community college and that don't have extensive junior and senior level courses available. In many instances it is an extreme hardship for students to enroll and complete courses that are offered in the evening because of conflicting demands on their time by family, overtime work, physical handicaps, and other commitments such as involvement in community affairs and civic organizations."

It is the intent of the Institute to develop and offer "programs that will serve these individuals while still maintaining the requisite academic standard."

The demand exists and the opportunity is now at hand to lead and to mold a meaningful model for an external degree program among the institutions of higher education in the state rather than to allow these institutions to drift. Either a new educational model will be developed within the existing institutions or new institutions will be created. Either the institutions of higher education will set about the task of creatively restructuring higher education themselves or it will be done for them. The issue is no longer whether to change. It is instead a question of what changes will be made and how rapidly--and under whose leadership and direction.

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APPENDIX A

FINDINGS: GENERAL OVERVIEW

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FINDINGS: GENERAL OVERVIEW

The primary purpose of this study was to survey the resources available through the 15 member institutions of the Michigan Council of State College Presidents (MCSCP) to an external degree program. The information presented in this chapter provides a general overview or background of the 15 MCSCP institutions in terms of factors relevant to the consideration and implementation of an external degree program. These factors include each college's calendar system; baccalaureate degrees currently offered; undergraduate residence requirements; general education and other graduation requirements; evening, Saturday, and off-campus activities of the regular instructional program; and educational alternatives for earning college credit. These data are provided in Tables 1 through 13 at the end of this Appendix.

Appendix B discusses the resources available through the continuing education and extension divisions; Appendix C, resources available through the regular instructional program; and Appendix D summarizes the combined findings concerning available resources.

A. TYPE OF CALENDAR SYSTEM

The MCSCP institutions operate on three types of calendar systems: quarter system - 40%; semester system - 40%; trimester system - 20%. Thus, 60% of the institutions use essentially a semester system as an operating base.

The six institutions which operate on a quarter system are: Ferris, Grand Valley, Lake Superior, Michigan State, Michigan Tech, and Wayne State.

The six institutions which operate on a semester system are: Central, Northern, Oakland, Saginaw, U of M - Flint, and Western.

The remaining three institutions operate on a trimester system: Eastern, U of M - Ann Arbor, and U of M - Dearborn.

B. BACCALAUREATE DEGREES OFFERED

The MCSCP institutions offer 74 variably named (i.e., types of) baccalaureate degrees. These include B.A.: B.S.: 14 different degrees in the social sciences and humanities; three "general degrees", (e.g., B.I.S., B.G.S., B.A. in Lib Arts); ten education degrees; five business degrees; 13 degrees in mathematics and the sciences; 14 engineering degrees; eight degrees in professional-technical areas, and five degrees classified as "other". The 15 institutions offer, in total, 143 degrees. Table 1 shows a listing of these degrees for each general area named above as well as which and how many institutions offer each of these degrees.

The "general degrees" are of particular relevance to this study. The BGS (Bachelor of General Studies) is offered only by the U of M at Ann Arbor, Dearborn, and Flint; neither distribution nor concentration requirements are required for the BGS. The B.A. in Liberal Arts is offered by Michigan Tech. It may be secured by pursuing one of two different options: (1) an undesignated option or general course of study (which includes some distribution requirements); (2) a specific option or designated course of study (which includes general education requirements). The Bachelor of Individualized Studies (B.I.S.) is offered by Central. A student develops his own B.I.S. program and neither specific concentration nor distribution requirements are required for the B.I.S.

C. UNDERGRADUATE RESIDENCE REQUIREMENTS

The minimum units which must be earned (on- or off-campus) through the institution, the minimum total units required in residence, as well as the minimum final units required in residence, are presented in Table 2.

The most lenient or flexible residence requirements appear to be those of Central, Eastern, and Western: The minimum total units required in residence are 15, 15, and 10 semester hours, respectively. The minimum final units required in residence at each institution are 10 of the last 30 hours; and these 10 hours can be completed in either on- or off-campus courses associated with the respective institution.

Northern's minimum total units required in residence is 16 semester hours and these must be completed during the final semester. Two other institutions require only the final semester (Saginaw-15 hours) or a portion of the final semester (Oakland-8 hours) as the minimum final units in residence. However, both Saginaw and Oakland require 30 to 32 hours, respectively, for the minimum total units in residence.

The remaining institutions require from 30 to 58 hours as the minimum total units in residence; and most, if not all of these, must be earned as the final units in residence.

D. GENERAL EDUCATION AND OTHER GRADUATION REQUIREMENTS

General education requirements vary broadly within and between the MCSCP institutions. The minimum or "norm" general education and other graduation requirements among the 15 institutions are shown in Table 3. All institutions have a Humanities requirement and a Social Science requirement. All institutions have a Natural Science requirement which may include Mathematics as one of the options. Three institutions (Ferris, Michigan Tech, U of M - Dearborn) specifically require mathematics apart from natural sciences.

English is required by 13 of the 15 institutions. The remaining two institutions (Central and Grand Valley) include English as one of the options within the Humanities requirement. Foreign language is required by four institutions (Grand Valley, Lake Superior, U of M - Ann Arbor, and Wayne State). Foreign language is an option at the other 11 institutions and it is usually included as one of the alternatives which will satisfy the Humanities requirements.

An additional graduation requirement, Physical Education, is required by seven institutions (Central, Eastern, Ferris, Grand Valley, Lake Superior, Michigan Tech, Northern and Western). Two of these (Central and Ferris) also require Health Education.

In summary, four general areas of requirements appear to be commonly required among the 15 MCSCP institutions. These four areas are Humanities, Social Science, Natural Science (including a mathematics option), and English.

E. EVENING, SATURDAY, AND OFF-CAMPUS ACTIVITIES OF THE REGULAR UNDERGRADUATE INSTRUCTIONAL PROGRAM

1. On-Campus Evening Activities

The regular undergraduate instructional program includes on-campus evening activities offered for credit by 14 of the institutions (Michigan Tech excluded). (See Table 4.) These on-campus evening activities of the regular instructional program are offered through the continuing education and extension division of six of the institutions; and through other departments or divisions in fourteen of the institutions. Among six institutions a joint arrangement also exists between the continuing education and extension division and other departments or divisions of the institutions.

2. On-Campus Saturday Activities

The regular undergraduate instructional program includes on-campus Saturday activities offered for credit by eight of the institutions (Central, Ferris, Lake Superior, Michigan Tech, U of M - Ann Arbor, U of M - Dearborn, Wayne State, and Western). (See Table 5.) These on-campus Saturday activities of the regular instructional program are offered through the continuing education and extension divisions of two institutions; and through other departments or divisions in seven institutions. A joint arrangement also exists between the continuing education and extension division and other departments or divisions in two institutions.

3. Off-Campus Day-Time Activities

The regular undergraduate instructional program includes off-campus day-time activities offered for credit by eight of the institutions (Central, Grand Valley, Lake Superior, Michigan Tech, Saginaw, U of M - Dearborn, and Western). (See Table 6.) These off-campus day-time activities of the regular instructional program are offered through the continuing education and extension division in four institutions; and through other departments or divisions in five institutions. Among three institutions, a joint arrangement also exists between the continuing education and extension division and other departments or divisions in the institution.

4. Off-Campus Evening Activities

The regular undergraduate instructional program includes off-campus evening activities offered for credit by seven institutions (Central, Lake Superior, Grand Valley, Northern, Oakland, Saginaw, and Western). (See Table 7.) These off-campus evening activities of the regular instructional program are offered through the continuing education and extension services in six institutions, and through other departments or divisions in five institutions. A joint arrangement also exists between continuing education and extension services and other departments or divisions in six institutions.

5. Off-Campus Saturday Activities

The regular undergraduate instructional program includes off-campus Saturday activities offered for credit by five of the institutions (Central, Lake Superior, Michigan State, Northern, and U of M - Dearborn). (See Table 8.) These off-campus Saturday activities of the regular instructional program are offered through the continuing education and extension division in five institutions; and through other departments or divisions in two institutions. A joint arrangement also exists between continuing education and extension and other departments or divisions in one institution.

6. Summary of Evening, Saturday, and Off-Campus Activities

In summary, the regular undergraduate instructional program of the 15 MCSCP institutions includes on-campus evening activities offered by 14 of the institutions; on-campus Saturday activities offered by eight institutions; off-campus day-time activities offered by eight institutions; off-campus evening activities offered by seven institutions; and off-campus Saturday activities by five of the institutions.

These evening, Saturday, and off-campus activities of the regular undergraduate instructional program in each institution are offered through the continuing education and extension division alone; through other departments or divisions alone; and/or through joint arrangements between the continuing education and extension division and other departments or divisions in the institution.

F. EDUCATIONAL ALTERNATIVES FOR EARNING COLLEGE CREDIT

1. Institutionally Developed Proficiency Examinations

College credit is given through institutionally developed proficiency examinations at 13 of the 15 institutions. The two institutions (U of M - Dearborn and Western) which do not give credit through such examinations anticipate doing so in the future. (See Table 9.)

No limit is set on the maximum credits a student can earn towards graduation through institutionally developed proficiency examinations at seven institutions; it is variable by department and college at one institution; and five institutions have set a maximum limit on credits earned through institutional proficiency exams.

A grade also can be earned through institutionally developed proficiency examinations at four institutions (Central, Michigan State, Michigan Tech, and U of M - Flint).

2. Standardized Proficiency Examinations

College credit is given through standardized proficiency examinations at 14 of the 15 institutions. The U of M - Dearborn does not give such credit, but anticipates doing so in the future. (See Table 10.)

The "College Level Examination Program (CLEP) - General Examinations" are used at nine institutions; "CLEP - Subject Examinations" at ten institutions; and the "College Entrance Examination Board (CEEB) - Advanced Placement Program (APP)" examinations at 11 institutions.

No limit is set on the maximum credits a student can earn towards graduation through standardized proficiency examinations at six institutions; it is variable by department and college at one institution; and six institutions have set a maximum limit.

3. Learning Packages

"Learning Package" was defined in this study as:

> "a method which permits the student to study away from the institution and which facilitates such learning activity. Learning packages may be developed by institutions or by corporations. They may incorporate electronic and visual aids, and a student may have access to full lectures through cassettes, programmed instruction, film strips, video tapes, and other instructional devices."

College credit can be earned through learning packages at 4 of the 15 institutions. Central provides a learning package in basic chemistry (with a maximum of three semester hours toward graduation); Ferris provides a learning package in biology (maximum of eight quarter hours); Oakland has French and Spanish learning packages (16 semester hours maximum), and U of M - Flint has an introductory physics learning package (maximum of eight semester hours). (See Table 11.)

Four of the 11 institutions without learning packages anticipate developing packages in the future (Grand Valley, Lake Superior, Michigan Tech, and Saginaw). One institution does not (Wayne State); five don't know if learning packages will be developed in the future (Eastern, Michigan State, U of M - Ann Arbor and Dearborn, and Western); and no answer was available for one (Northern).

4. Life Experiences

"Life Experiences" were defined in this study as:

> "past or present experiences (in job-related activities, travel, community participation, training such as in on-the-job instruction or special schools, and other life experiences) for which an individual may receive equated academic credit."

Four of the 15 institutions (Central, William James College at Grand Valley, Northern, and U of M - Dearborn) offer credit for life experiences in any one or a combination of four categories - vocational, training, community participation, or travel. Northern requires that such life experiences relate to the major and minor (See Table 12.)

Two of the institutions which do not offer life experience credits anticipate doing so in the future (Saginaw and Western). Two institutions do not (Eastern and Lake Superior); and seven institutions don't know if they will offer credits for life experiences in the future (Ferris, Michigan State, Michigan Tech, Oakland, U of M - Ann Arbor and Flint, and Wayne State).

5. Other Educational Alternatives

Other educational alternatives for earning college credit exist at 12 of the 15 institutions. (See Table 13.) These other alternatives are variably named and offered by the institutions as follows:

a. Independent Study is offered by ten institutions (Central, Eastern, Ferris, Grand Valley, Michigan State, Northern, Oakland, U of M - Ann Arbor and Dearborn, and Western);

b. Directed Study is offered by three institutions (Northern, Saginaw, and U of M - Dearborn);

c. Special Studies by three institutions (Central, Grand Valley, and Northern);

d. Tutorial Studies by two institutions (Saginaw and Wayne State);

e. Readings by three institutions (Central, Grand Valley, and U of M - Ann Arbor);

f. Field Study is an educational alternative at four institutions (Grand Valley, Michigan State, Northern, and U of M - Ann Arbor);

g. Community Service activities at two institutions (Oakland and U of M - Ann Arbor);

h. Foreign Study at seven institutions (Grand Valley, Michigan State, Northern, Oakland, U of M - Ann Arbor, Wayne State, and Western).

Two of the institutions (Lake Superior and Michigan Tech) which do not offer these educational alternatives anticipate offering such in the future; and one institution (U of M - Flint) does not know if it will or not.

6. Summary of Educational Alternatives

Among the educational alternatives for earning college credit are institutionally developed proficiency examinations offered by 13 of the 15 institutions, standardized proficiency examinations by 14 institutions, learning packages by four institutions; life experience credits by four institutions; independent study by ten; directed study by three; special studies by three; tutorial studies by two; readings by three; field study by four; community service activities by two; and foreign study by seven institutions.

G. SUMMARY

GENERAL OVERVIEW

Information which provides a necessary background in the consideration of an external degree program, as well as general findings concerning some of the resources available to an external degree program, are summarized below.

A. Calendar System. The MCSCP institutions operate on three types of calendar systems with most institutions using essentially a semester system as an operating base: semester - 40%, trimester - 20%, and quarter - 40%.

B. Baccalaureate Degrees Offered. The MCSCP institutions offer 74 variably named (i.e., types of) baccalaureate degrees (and, in total, 143 degrees). The 74 types of degrees include three "general degrees": (1) the Bachelor of General Studies (BGS) offered by the University of Michigan at Ann Arbor, Dearborn, and Flint; (2) the B.A. in Liberal Arts offered by Michigan Tech; and (3) the Bachelor of Individualized Studies (BIS) offered by Central.

C. Undergraduate Residency Requirements. The most lenient or flexible residence requirements appear to be those of Central, Eastern and Western. The minimum total units required in residence are 15, 15 and 10 semester hours, respectively. The minimum final units required in residence at each institution are 10 of the last 30 hours and these 10 hours can be completed in either on- or off-campus courses associated with the respective institution. The minimum total units required in residence at the other 12 institutions are generally greater, and most, if not all must be earned as the final units in residence.

D. General Education Requirements. While general education requirements vary broadly within and between the MCSCP institutions, four general areas of requirements appear to be commonly required: Social Science, Natural Science (including a methematics option), Humanities, and English.

E. Evening, Saturday, and Off-Campus Activities of the Regular Instructional Program. The regular undergraduate instructional program of the 15 MCSCP institutions includes on-campus evening activities (offered by 14 institutions); on-campus Saturday activities (8 institutions); off-campus day-time activities (8 institutions); off-campus evening activities (7 institutions); and off-campus Saturday activities (5 institutions). These evening, Saturday, and off-campus activities of the regular undergraduate instructional program in each institution are offered through the continuing education and extension division alone, through other departments or divisions alone; and/or through joint arrangements between the continuing education and extension division and other departments or divisions in the institution.

F. Educational Alternatives for Earning College Credit. College credit is given through institutionally developed proficiency examinations at 13 institutions; the remaining two institutions anticipate offering such credit in the future.

College credit is given through standardized proficiency examinations at 14 institutions; the remaining institution anticipates offering such credit in the future. The examinations used are the "College Level Examination Program" (CLEP) - General Examinations (by 9 institutions); "CLEP - Subject Examination" (by 10 institutions); and the "College Entrance Examination Board (CEEB) - Advanced Placement Program (APP)" (by 11 institutions).

College credit can be earned through learning packages at four institutions. These include one each in basic chemistry, biology, introductory physics, French and Spanish. Four of the 11 institutions without learning packages anticipate developing packages in the future; one does not; and for six it is uncertain.

Credit for life experiences is given by five institutions. Four institutions offer credit for life experiences in any one or a combination of four categories - vocational, training, community participation, or travel. The fifth institution requires that such life experiences relate to the major and minor. Two of the 10 institutions which do not offer life experience credits anticipate doing so in the future; two do not; and five are uncertain.

Other educational alternatives for earning College credit are variably named and offered as follows: Independent study (offered by 10 institutions); directed study (3 institutions); special studies (3); tutorial studies (2); readings (3) field study (4); community service (2); and foreign study (7 institutions). Two of the three institutions which do not offer these educational alternatives anticipate doing so in the future, and one is uncertain.

Appendix A

Table 1

Baccalaureate Degrees Offered by the 15 MCSCP Institutions

Baccalaureate Degree	Institution 1 Central Mich U	 2 Eastern Mich U	 3 Ferris State C	 4 Grand Valley S C	 5 Lake Superior S C	 6 Michigan State U	 7 Michigan Tech U	 8 Northern Mich U	 9 Oakland U	 10 Saginaw Valley C	 11 U of M - Ann Arbor	 12 U of M - Dearborn	 13 U of M - Flint	 14 Wayne State U	 15 Western Mich U	Total f	 %
UNSPECIFIED BA/BS																	
B.A.	X	X		X	X	X		X	X	X	X	X	X	X	X	13	9.1
B.S.	X	X	X	X	X	X		X	X	X	X	X		X	X	13	9.1
																26	18.2
GENERAL *																	
B.I.S.*	X															1	0.7
B.A. in Liberal Arts							X									1	0.7
B.G.S.*											X	X	X			3	2.1
																5	3.5
SOC SCI/HUM																	
B.A.A.*	X															1	0.7
B.F.A.*		X				X		X			X			X	X	6	4.2
B.A. in Spch/Drama					X											1	0.7
B.M.*	X					X					X			X	X	5	3.5
B.Ph.*				X												1	0.7
B.A. in English					X		X									2	1.4
B.A. in Econ					X											1	0.7
B.A. in History					X		X									2	1.4
B.S. in History					X											1	0.7
B.A. in Psych					X											1	0.7
B.S. in Psych					X											1	0.7
B.A. in Soc					X											1	0.7
B.S. in Soc					X											1	0.7
B.A. in Soc Scis					X											1	0.7
																25	17.5

Table continued

Table 1 - continued

15 MCSCP Institutions

Baccalaureate Degree	Institution															Total	
	1 Central Mich U	2 Eastern Mich U	3 Ferris State C	4 Grand Valley S C	5 Lake Superior S C	6 Michigan State C	7 Michigan Tech U	8 Northern Mich U	9 Oakland U	10 Saginaw Valley C	11 U of M - Ann Arbor	12 U of M - Dearborn	13 U of M - Flint	14 Wayne State C	15 Western Mich U	f	%
SCIENCE & MATH																	
B.A. in Chem					X											1	0.7
B.S. in Chem					X		X				X			X		4	2.8
B.S. in Med Chem											X					1	0.7
B.S. in Physics							X									2	1.4
B.S. in Appl'd Physics							X									1	0.7
B.S. in Appl'd Geophysics							X									1	0.7
B.S. in Geology							X									1	0.7
B.A. in Earth Sci					X											1	0.7
B.S. in Biol Sci					X		X									2	1.4
B.S. in Biol														X		1	0.7
B.A. in Tech Writing							X									1	0.7
B.A. in Math					X											1	0.7
B.S. in Math					X		X									2	1.4
																19	13.3
ENGINEERING																	
B.S.E.*							X				X					2	1.4
B.S. in Eng											X					1	0.7
B.S. in Elect Eng							X					X				2	1.4
B.S. in Elect Eng Tech					X											1	0.7
B.S. in Mech Eng							X					X				2	1.4
B.S. in Mech Eng Tech					X											1	0.7
B.S. in Chem Eng							X									1	0.7
B.S. in Geol Eng							X									1	0.7
B.S. in Metallurg Eng							X									1	0.7
B.S. in Mining Eng							X									1	0.7
B.S. in Civil Eng							X									1	0.7
B.S.E. (Indus Eng)												X			X	2	1.4
B.S. in Eng Adm							X									1	0.7
B.S.E. (Eng Math)												X				1	0.7
																18	12.6

Table continued

Appendix A

Table 1 - continued

15 MCSCP Institutions

Baccalaureate Degree	1 Central Mich U	2 Eastern Mich U	3 Ferris State C	4 Grand Valley S C	5 Lake Superior S C	6 Michigan State U	7 Michigan Tech U	8 Northern Mich U	9 Oakland U	10 Saginaw Valley C	11 U of M - Ann Arbor	12 U of M - Dearborn	13 U of M - Flint	14 Wayne State U	15 Western Mich U	Total f	Total %
PROFESSIONAL-TECHNICAL																	
B.S. in Nursing								X			X			X		3	2.1
B.S. in Pharm			X								X			X		3	2.1
B.S. in Med Tech			X		X		X							X		4	2.8
B.S. in Dent Hyg											X					1	0.7
B.S. in Forestry							X				X					2	1.4
B.L.A.*						X					X					2	1.4
Bach of Arch											X					1	0.7
B.S. in Design											X					1	0.7
																17	11.7
EDUCATION																	
B.A. in Education											X			X		2	1.4
B.S. in Education	X										X			X		3	2.1
Bach of Bus Ed		X														1	0.7
B.S. in Bus Ed			X													1	0.7
Bach of Art Ed		X														1	0.7
B.M. Ed	X	X						X								3	2.1
B.S. in Allied Hlth Tchr Ed			X													1	0.7
B.S. in Sci Ed			X													1	0.7
B.S. in Trade-Tech Ed			X													1	0.7
B.S. in Math Ed			X													1	0.7
																15	10.5
BUSINESS																	
B.A. in B.A.*														X		1	0.7
B.S. in B.A.	X		X		X		X							X		5	3.5
B.S. in Bus			X													1	0.7
B.B.A.*		X								X	X	X			X	5	3.5
B.S.A.*					X											1	0.7
																13	9.1

Table continued

Table 1 - continued

15 MCSCP Institutions

Baccalaureate Degree	Institution															Total	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
	Central Mich U	Eastern Mich U	Ferris State C	Grand Valley S C	Lake Superior S C	Michigan State U	Michigan Tech U	Northern Mich U	Oakland U	Saginaw Valley C	U of M - Ann Arbor	U of M - Dearborn	U of M - Flint	Wayne State U	Western Mich U	f	%
OTHER																	
B.S. in Police Adm														X		1	0.7
B.S. in Law Enforcemt & Crim Justics			X													1	0.7
B.S. in Fam & Consum Res														X		1	0.7
B.S. in Rec & Pk Serv's														X		1	0.7
B.S. in Nrsg Home Mgmt					X											1	0.7
																5	3.5
TOTAL DEGREES																143	100.0

*Key

B.A.A. = Bach of Applied Arts
B.F.A. = Bach of Fine Arts
B.M. = Bach of Music
B.Ph. = Bach of Philosophy
B.I.S. = Bach of Individual Studies
B.G.S. = Bach of General Studies

B.S.E. = B.S. in Engineering (unspecialized)
B.L.A. = Bach of Landscape Architecture
B.A. in B.A. = B.A. in Business Admin
B.B.A. = Bach of Business Admin
B.S.A. = B.S. in Admin

Appendix A

Table 2

Undergraduate Residence Requirements and Number of Units Which Must be Earned Through the Institution
15 MCSCP Institutions

Institution	Minimum Units Which Must Be Earned Thru Instit (on- or off-campus)	Minimum TOTAL Units Req'd in Residence on Main Campus	Minimum FINAL Units Req'd in Residence (Of Total Res Units)	Further Comments
Central Mich U	30 sem hrs/1 yr*	15 sem hrs	10 of last 30 hrs**	
Eastern Mich U	30 sem hrs/1 yr*	15 sem hrs	10 of last 30 hrs**	
Ferris State C	45 qtr hrs/1 full yr	the last yr (45 hrs)	Final 45 hrs	
Grand Valley S C		45 qtr hrs/1 full yr	Final 45 hrs	Each dept has major requirements which may exceed this figure.
Lake Superior S C	48 qtr hrs/1 yr*	48 qtr hrs	Final 48 hrs	Final 48 hrs may be part of full-time.
Michigan State U	45 qtr hrs/1 yr*	40 qtr hrs after reaching Jr std'g	45 qtr hrs - "Normally" the last yr	A sr w/sufficient MSU crs may transfer a max of 15 of final 45 crs from another accredited 4-yr institution.
Michigan Tech U	45 qtr hrs/1 yr*	45 qtr hrs	Last yr, including final qtr (10 hrs)	
Northern Mich U	32 sem hrs/1 yr	16 sem hrs	Final sem (16 hrs)	
Oakland U	32 sem hrs/1 full yr	32 sem hrs (16 in Maj)	8 hrs of Final Sem	
Saginaw Valley C		30 sem hrs/1 full yr	Final sem (15 hrs)	
U of M - Ann Arbor				
Sch of Bus Adm		45 sem hrs		
Sch of Education		30 sem hrs	24 of final 30 hrs	
Coll of Engineering		30 sem hrs	30 of final 36 hrs	
Coll of L, S, & A		30 sem hrs	Final 30 hrs	
Sch of Music		24 sem hrs	24 hrs of sr yr	All sr courses in major must be completed in res
Sch of Nat Res		2 terms		
Sch of Nursing		All 4 clinical courses		Trans stud w/30 or more crs earned elsewhere mus must complete Lib Arts & Nurs Prog crs at U of M
Coll of Pharmacy		2 terms/1 yr (? hrs)	30 of last 36 hrs	
U of M - Dearborn				
Div of Bus Adm	60 sem hrs/2 yrs*	30 sem hrs	Final 30 hrs	Final 30 hrs must be at Dearborn
Div of Engin	30 hrs upper level	30 hrs upper level	15 hrs	30 hrs upper level Engin must be taken at Dearborn. Must be in res the term the deg is awarded
Div of L, S, & A	66 sem hrs	58 hrs at Dearborn	Final 36 hrs	
U of M - Flint	45 sem hrs	45 sem hrs, or 30 sem hrs if tran from a UM campus	Final 30 hrs/1 yr	
Wayne State U		45 qtr hrs	Last 45 hrs	Min final units in res are exclusive of cr by special exam.
Western Mich U	30 sem hrs/1 yr*	10 sem hrs	10 of last 30 hrs	15 of last 30 hrs must be on-campus or at off-campus center.

*Hours indicated are equivalent to year(s) indicated.

**The 10 hours of the last 30 may be taken in On- or Off-Campus courses of the given institution to satisfy the residence requirements.

Table 3

General Education and Other Graduation Requirements
15 MCSCP Institutions

Institution	General Education Requirements and Credits							Other Requirements and Credit		
	Soc Sci**	N Sci	Hum - Fine Arts - Spch	Engl	Foreign Lang	Math	Symbolic Systems	Phys Ed	Health Ed	Other
Central Mich U Minimum"	12S	12S	12S[a]					0-4S	0-4S	
Eastern Mich U Minimum"	12S	10S	11S[b]	0-5S[c]				4S		
Ferris State C Sch of Bus (BS)	18Q[d]	0-8Q	9Q[e]	9Q		4-8Q		1½Q	1½Q	1Q[f]
Grand Valley S C Coll of Arts & Scis (BA)"	15Q	0-15Q[g]	15Q[h]		20Q	0-10Q[g]		3Q		
Lake Superior S C BA Degree	16Q	12Q	15Q[i]	9Q	12Q			6Q		
Michigan State U Minimum"	12Q	12Q	12Q[j]	9Q						
Michigan Tech U Minimum"	4-15Q[k]	9Q	0-15Q[k]	9Q		4Q		6Q		
Northern Mich U Minimum"	8S	0-8S[l]	8S[m]	8S		0-8S[l]		4S		
Oakland U Coll of Arts & Scis"	16S	4-8S	4-8S[n]	4S		0-4S	8S[o]			
Saginaw Valley C Minimum"	8S	8S	8S[p]	8S						
U of M - Ann Arbor Coll of L, S, & A"	9S[q]	9S[r]	9S[s]	3S[t]	12S[u]					
U of M - Dearborn Div of L, S, & A"	12S	8S	15-17S[v]	3-6S		4S				
U of M - Flint Minimum"	12S	8-9S	9S[w]	6S			9S[x]			
Wayne State U Coll of Lib Arts"	20Q	16Q	16Q[y]	8Q	15Q					
Western Mich U Minimum"	4S	8S	18S[z]	2S				2S		

*S = Semester credits; Q = Quarter credits.

Footnotes continued

Table 3 - continued

15 MCSCP Institutions

Footnotes continued

[**] Social Science area credits include credits required in Government.

["] Minimum requirements and/or variation of these requirements by other curriculums, schools, programs, and degrees within the institution.

[a] Includes English, foreign languages, journalism, philosophy, religion, and speech.

[b] Includes literature, fine arts, philosophy, religion, and foreign language.

[c] "Language & Literature" - includes English composition, foreign language, and speech.

[d] Includes 8 credits of economics.

[e] Includes humanities, literature, and speech.

[f] College Orientation (1 credit).

[g] Combined Science and Mathematics requirement of 15 credits.

[h] Includes English, world literature, and fine arts.

[i] Includes speech (3 credits), art, literature, music, philosophy, and drama.

[j] Includes history, literature, music, art, philosophy, and religion.

[k] Combined Social Sciences and Humanities requirement of 15 credits plus 4 credits of government.

[l] Combined Science and Mathematics requirement of 8 semester hours. Includes one laboratory science course.

[m] Includes the arts, literature, drama, philosophy, religion, and historical works.

[n] Includes art, music, and theatre.

[o] Includes foreign language, computer programming, linguistics, mathematics, and philosophy.

[p] Includes humanities, foreign language, literature, philosophy, art, music, and theatre.

[q] Social Sciences - 3 courses.

[r] Natural Sciences - 3 courses.

[s] Humanities - 3 courses.

[t] English composition - 1 course.

[u] Foreign language - 4th semester proficiency.

[v] Includes humanities, foreign language, logic or symbolic languages, and artistic expression.

[w] Includes English, American, comparative, and foreign literatures, fine arts, philosophy, and theatre.

[x] Basic intensive: 9 hrs, in one of the following - foreign language (3rd sem proficiency), mathematics, or philosophy.

[y] Includes American studies, art, classics, English, humanities, music, speech, and foreign literature.

[z] Includes history of culture, art, music, literature, theatre, philosophy, and religion.

Table 4

On-Campus Evening Activities Offered as Part of the Regular Instructional Program*
15 MCSCP Institutions

Institution	Thru Cont'g Ed & Ext Alone		Thru Other Depts or Divisions Alone			Thru Joint** Arrgmt Alone			Thru Other Methods or Arrgmts		
	Yes	No	Yes	No	Units Involved	Yes	No	Units & Arrangements	Yes	No	Units & Arrangements
Central Mich U	X		X		All depts (as needed)		X			X	
Eastern Mich U		X	X		All depts		X			X	Cooperative w/public sch
Ferris State C		X	X		All depts (as needed)	X		Evening College	X		Cooperative w/public sch sys in Adult Ed Program
Grand Valley S C	X		X		Most depts	X		Most depts		X	
Lake Superior S C	X		X		All depts (as needed)		X			X	
Michigan State U		X	X		Many depts (variable)		X			X	
Michigan Tech U		X		X			X		X		Thru "Public Services Div" of the Univ.
Northern Mich U		X	X		All depts	X		All depts		X	
Oakland U		X	X		Many depts.		X			X	
Saginaw Valley C	X		X		All depts	X		All depts		X	
U of M - Ann Arbor		X	X		Variable - usually English & the soc scis		X			X	
U of M - Dearborn	X		X		All depts (variable)	X		Extension Service & regular Divisions	X		Jointly a trial offering w/UCAE
U of M - Flint	X		X		Most depts		X			X	
Wayne State U		X	X		All depts	X		Lib Arts: Fam & Consumer Res; Ed: Lib Sci		X	
Western Mich U		X	X		All or most depts		X			X	
Total	6	9	14	1		6	9		3	12	

*Regular Undergraduate Instructional Program = the program curriculum followed by the regularly enrolled on-campue ("day") students.

**Joint Arrangement between the continuing education and extension division, and other departments or divisions of the institution.

Appendix A

Table 5

On-Campus Saturday Activities Offered as Part of Regular Instructional Program*
15 MCSCP Institutions

Institution	Thru Cont'g Ed & Ext		Thru Other Depts or Divisions			Thru Joint Arrgmt**			Thru Other Methods or Arrgmts		
	Yes	No	Yes	No	Units Involved	Yes	No	Units & Arrangements	Yes	No	Units & Arrangements
Central Mich U		X	X		All depts (variable)		X			X	
Eastern Mich U		X		X			X			X	
Ferris State C		X	X		All depts (variable)		X			X	
Grand Valley S C		X		X			X			X	
Lake Superior S C	X			X			X			X	
Michigan State U		X		X			X			X	
Michigan Tech U		X	X		All depts		X			X	
Northern Mich U		X		X			X		X		On occasion, jointly
Oakland U		X		X			X			X	
Saginaw Valley C		X		X		X		Extension & reg depts & divisions		X	
U of M - Ann Arbor		X	X		Few - poli sci, math, sci labs		X			X	
U of M - Dearborn	X		X		All depts (variable)		X			X	
U of M - Flint		X		X			X			X	
Wayne State U		X	X		All depts	X		Lib Arts: Fam & Consumer Resources		X	
Western Mich U		X	X		Most - primarily Ed		X			X	
Total	2	13	7	8		2	13		1	14	

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*Regular Undergraduate Instructional Program = the program/curriculum followed by regularly enrolled on-campus ("day") students.

**Joint Arrangement between the continuing education and extension division, and other departments or divisions of the institution.

Appendix A

Table 6

Off-Campus Day-Time Activities Offered as Part of Regular Instructional Program*
15 MCSCP Institutions

Institution	Thru Cont'g Ed & Ext		Thru Other Depts or Divisions			Thru Joint** Arrgmt			Thru Other Methods or Arrgmts		
	Yes	No	Yes	No	Units Involved	Yes	No	Units & Arrangements	Yes	No	Units & Arrangements
Central Mich U	X		X		Various depts	X		Admin - off-campus Instruc - acad depts	X		Cooperative w/commun colls & other 4-yr instit
Eastern Mich U		X		X			X			X	
Ferris State C		X		X			X			X	
Grand Valley S C		X	X		Ed, Med Tech, Bus Ad		X		X		Internsps w/on-campus seminars
Lake Superior S C	X			X			X			X	
Michigan State U		X		X			X			X	
Michigan Tech U		X	X		Engin & Bio Scis		X		X		Spec: field-type courses-Bio, Civil Eng, For Geol, & Geol Eng
Northern Mich U		X		X			X			X	
Oakland U		X	X		Educ		X			X	
Saginaw Valley C	X			X		X		Cont Ed & all depts		X	
U of M - Ann Arbor		X		X			X			X	
U of M - Dearborn		X	X		Bus Ad, Pol Sci, & Psy		X		X		Pol Sci, internsps in Lansing#
U of M - Flint		X		X			X			X	
Wayne State U		X		X			X			X	
Western Mich U	X			X		X		Summer classes at Muskeg		X	
Total	4	11	5	10		3	12		4	11	

---

*Regular Undergraduate Instructional Program = the program/curriculum followed by regularly enrolled on-campus ("day") students.

**Joint Arrangement between the continuing education and extension division, and other departments or divisions of the institution.

#Cooperative Education Internships with industry and business by Bus Ad students.

Appendix A

Table 7

Off-Campus Evening Activities Offered as Part of Regular Instructional Program*
15 MCSCP Institutions

Institution	Thru Cont'g Ed & Ext		Thru Other Depts or Divisions			Thru Joint Arrgmt**			Thru Other Methods or Arrgmts		
	Yes	No	Yes	No	Units Involved	Yes	No	Units & Arrangements	Yes	No	Units & Arrangements
Central Mich U	X		X		Various depts thru Off-Campus Ed		X		X		Cooperative w/Commun Colls & other 4-yr instits
Eastern Mich U		X		X			X			X	
Ferris State C		X		X			X			X	
Grand Valley S C	X		X		Coll of Arts & Sciences; Wm James Coll	X		Engl, Psy, Soc, Art, Music, Ed dept faculty employed for off-campus teaching		X	
Lake Superior S C	X			X			X			X	
Michigan State U		X				X		Each coll affiliated w/ Con't Ed for off-campus courses		X	
Michigan Tech U		X		X			X			X	
Northern Mich U	X		X			X			X		
Oakland U		X	X		Soc Scis, Engin		X			X	
Saginaw Valley C	X		X		Hum	X		Ed & Hum depts & Cont'g Ed		X	
U of M - Ann Arbor		X		X			X			X	
U of M - Dearborn		X		X			X			X	
U of M - Flint		X		X			X			X	
Wayne State U		X		X		X		Div of Urban Ext w/Sch of Bus Ad & Colls of Ed, Eng, Lib Arts & Monteith		X	
Western Mich U	X			X		X		Coll of Bus & Cont'g Ed		X	
Total	6	9	5	10		6	9		2	13	

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[*] Regular Undergraduate Instructional Program = the program/curriculum followed by regularly enrolled on-campus ("day") students.

[**] Joint Arrangement between the continuing education and extension division, and other departments or divisions of the institution.

Appendix A

Table 8

Off-Campus Saturday Activities Offered as Part of Regular Instructional Program*
15 MCSCP Institutions

Institution	Thru Cont'g Ed & Ext		Thru Other Depts or Divisions			Thru Joint Arrgmt**			Thru Other Methods or Arrgmts		
	Yes	No	Yes	No	Units Involved	Yes	No	Units & Arrangements	Yes	No	Units & Arrangements
Central Mich U	X		X		Various depts off-campus Ed		X		X		Instit for Personal & Career Development
Eastern Mich U		X		X			X			X	
Ferris State C		X		X			X			X	
Grand Valley S C		X		X			X			X	
Lake Superior S C	X			X			X			X	
Michigan State U	X			X		X		[illegible]t Sci & External Progs		X	
Michigan Tech U		X		X			X			X	
Northern Mich U	X			X			X		X		
Oakland U		X		X			X			X	
Saginaw Valley C		X		X			X			X	
U of M - Ann Arbor		X		X			X			X	
U of M - Dearborn	X		X		All depts (variable)		X			X	
U of M - Flint		X		X			X			X	
Wayne State U		X		X			X		X		Weekend forums & wrksps
Western Mich U		X		X			X			X	
Total	5	10	2	13		1	14		3	12	

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*Regular Undergraduate Instructional Program = the program/curriculum followed by regularly enrolled on-campus ("day") students.

**Joint Arrangement between the continuing education and extension division, and other departments or divisions of the institution.

Appendix A

Table 9

College Credit Through Institutionally Developed Proficiency Examinations
15 MCSCP Institutions

Institution	College Credit Given Thru Proficiency Exams			Maximum Crs. Toward Grad	Grade Earned		If No Credit Thru Proficiency Exams, Anticipate Doing in Future?		
	Yes	No	Other		Yes	No	No	Yes	When?
Central Mich U	X*			No limit	X				
Eastern Mich U	X*			No limit		X			
Ferris State C	X*			No limit		X			
Grand Valley S C	X**			No limit		X			
Lake Superior S C	X*			45 qtr hrs		X			
Michigan State U	X*			No limit	X				
Michigan Tech U	X*			No limit	X				
Northern Mich U	X			16 sem hrs		X			
Oakland U	X*			62 sem hrs		X			
Saginaw Valley C	X			No limit	NA	NA			
U of M - Ann Arbor	X			Variable"		X			
U of M - Dearborn		X			-	-		X	Now under study
U of M - Flint	X			12 sem hrs (3 courses)	X				
Wayne State U	X*			48 qtr hrs		X			
Western Mich U			#	#		X		X	2 yrs
Total	13	1	1		4	9			

*Subject to dept'l approval. Any course offered for which previous credit has not been given, & a higher level course in same subject area has not been taken.

**Subject to dept'l approval. Only foreign language courses, foundation courses in College of Arts & Sciences, & other introductory courses.

"Variable by department and college.

#No credit is earned, but general education requirements can be waived by examination in College of General Studies.

Appendix A

Table 10

College Credit Through "Standardized" Proficiency Examinations
15 MCSCP Institutions

Institution	Exams Offered		Exam Programs			Maximum Crs Toward Grad	If No, Anticipate Doing in Future?		
	Yes	No	CLEP Gen'l	CLEP Subject	CEEB APP[*]		No	Yes	When?
Central Mich U	X		X	X		No limit			
Eastern Mich U	X				X	12 sem hrs			
Ferris State C	X		X	X		27 qtr hrs			
Grand Valley S C	X			X	X	No limit			
Lake Superior S C	X		X	X		45 qtr hrs			
Michigan State U	X		X	X	X	No limit			
Michigan Tech U	X		X	X	X	No limit			
Northern Mich U	X				X	16 sem hrs[**]			
Oakland U	X		X	X	X	62 sem hrs			
Saginaw Valley C	X		X	X	X	No limit			
U of M - Ann Arbor	X			X	X	Variable".			
U of M - Dearborn		X				---		X	CLEP, etc. under study
U of M - Flint	X				X	NA			
Wayne State U	X		X	X	X	48 qtr hrs			
Western Mich U	X		X		X	No limit			
Total	14	1	9	10	11				

[*] APP = Advanced Placement Program.

[**] Northern total limit is 16 semester hours for CEEB and/or institutionally developed proficiency exams.

"Variable by department and college.

Appendix A

Table 11

College Credit Through Learning Packages
15 MCSCP Institutions

Institution	Lrn'g Pkgs		Types of Lrn'g Pkgs	Maximum Crs Toward Grad	If No, Anticipate Developing In the Future?			
	Yes	No			DK	No	Yes	When?
Central Mich U	X		Basic Chemistry	3 sem hrs				
Eastern Mich U		X			X			
Ferris State C	X		Biology	8 qtr hrs				
Grand Valley S C		X					X	?
Lake Superior S C		X					X	1972-73
Michigan State U		X			X			
Michigan Tech U		X					X	As soon as feasible; now under review
Northern Mich U		X			NA			
Oakland U	X		French & Spanish	16 sem hrs				
Saginaw Valley C		X					X	Near future
U of M - Ann Arbor		X			X			
U of M - Dearborn		X			X			
U of M - Flint	X		Introductory Physics	8 sem hrs				
Wayne State U		X				X		
Western Mich U		X			X			
Total	4	11			5	1	4	

*Definition of "Learning Packages" = This method permits the student to study away from the institution and facilitates such learning activities. Learning packages may be developed by institutions or by corporations. They may incorporate electronic and visual aids, and a student may have access to full lectures through cassettes, programmed instruction, film strips, video tapes, and other instructional devices.

Table 12

College Credit For Life Experiences[*]
15 MCSCP Institutions

Institution	Life Exper Credits		Types of Experiences and Maximum Credits Toward Graduation						If No, Anticipate Doing in the Future?			
	Yes	No	Voca	Trn'g	Communi	Travel	Other	Specify Other	DK	No	Yes	When?
Central Mich U	X						60	Any one/combination of 4 categories				
Eastern Mich U		X								X		
Ferris State C		X							X			
Grand Valley S C	X[a]						Variable	Any one/combination of 4 categories				
Lake Superior S C		X								X		
Michigan State U		X							X			
Michigan Tech U		X							X			
Northern Mich U	X						16[b]	Any one/combination of 4 categories				
Oakland U		X							X			
Saginaw Valley C		X									X	Don't know
U of M - Ann Arbor		X							X			
U of M - Dearborn	X						Variable	Any one/combination of 4 categories				
U of M - Flint		X							X			
Wayne State U		X							X			
Western Mich U		X									X	No policy yet
Total	4	11							7	2	2	

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[*] Credit for life experiences = past or present experiences (in job-related activities, travel, community participation, training such as in on-the-job instruction or special schools, and other life experiences) for which an individual may receive equated academic credit. (Excludes anything that is already a part of the institution's established curriculum.)

[a] William James College only.

[b] Insofar as experiences relate to major or minor.

Table 13

College Credit Through Other Educational Alternatives
15 MCSCP Institutions

Institution	Other Alterns		Other Educational Alternatives and Maximum Credits Toward Graduation									If No, Anticipate Doing in the Future?				
	Yes	No	Indep Study	Directed Study	Special Studies	Tutorial Studies	Rdgs	Field Study	Community Service Activities	Foreign Study	Other	DK	No	Yes	When?	Types of Altern
Central Mich U	X		*		*		*									
Eastern Mich U	X		2 hrs/sem													
Ferris State C	X		*													
Grand Valley S C	X		*		*		*	*		**						
Lake Superior S C		X												X	Next year	Don't know
Michigan State U	X		**					**		**						
Michigan Tech U		X												X	As soon as feasible	Don't know
Northern Mich U	X		16 sem hrs	**	**			**		**						
Oakland U	X		16 sem hrs						16 sem hrs	**						
Saginaw Valley C	X			*		*										
U of M - Ann Arbor	X		*				*	*	*	*						
U of M - Dearborn	X		*	*												
U of M - Flint		X										X				
Wayne State U	X					10 qtr hrs				1 yr's cr						
Western Mich U	X		*							6 sem hrs						
Total	12	3	10	3	3	2	3	4	2	7						

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[*] No maximum limit on maximum credits toward graduation, no set policy, or individually negotiated.

[**] Varies. Maximum credits toward graduation depend upon the major field of study.

APPENDIX B

FINDINGS: RESOURCES AVAILABLE TO AN EXTERNAL DEGREE PROGRAM THROUGH THE CONTINUING EDUCATION AND EXTENSION DIVISIONS

APPENDIX B

FINDINGS: RESOURCES AVAILABLE TO AN EXTERNAL DEGREE PROGRAM THROUGH THE CONTINUING EDUCATION AND EXTENSION DIVISIONS

This chapter presents data concerning the resources available to an external degree program through the continuing education and extension divisions of the member institutions of the Michigan Council of State College Presidents (MCSCP). Most of the tables which provide these data are located at the end of this Appendix, one table is presented with the text[1].

"Activities" were defined as "courses and similar educational activities." Eleven of the 15 MCSCP institutions had activities available for credit to undergraduates through their continuing education and extension divisions. During 1971-72, these 11 institutions offered 3,589[2] such activities (see Table 14).

The six institutions which offered the greater proportion of these activities were, in descending rank order: Michigan State (offered 20.1% of the total activities); Central (18.5%); Wayne State (18.3%); U of M - Ann Arbor (15.9%); Eastern (11.3%); and Western (9.7%).

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[1] Tables containing the analyses of the data for each single institution are in the files of the MCSCP office, 1222 Commerce Center Bldg., Lansing, Michigan 48933.

[2] An additional 674 activities (beyond the 3,589) were absolutely restricted to only graduate students and have not been included in any of these analyses. (See Table 15.)

Table 14

Activities Available for Credit to Undergraduates for an External Degree Program Through Continuing Education and Extension Divisions of Eleven MCSCP[a] Institutions During 1971-72

Institution		Activities	
		f	%
01	Central Michigan U	663	18.5
02	Eastern Michigan U	404	11.3
04	Grand Valley S C	12	0.3
05	Lake Superior S C	95	2.6
06	Michigan State U	723	20.1
07	Michigan Technological U	33	0.9
08	Northern Michigan U	56	1.6
09	Saginaw Valley C	28	0.8
11	U of M - Ann Arbor	570	15.9
14	Wayne State U	658	18.3
15	Western Michigan U	347	9.7
All Institutions		3,589	100.0

[a] MCSCP - Michigan Council of State College Presidents

A. PBES CATEGORY

The 3,589 activities were designated in PBES[3] categories to indicate their broad curricular areas. The three most frequent PBES category designations were "Education" (for 48% of the total activities), "Social Sciences, Area Studies, Human Service, and Public Affairs" (for 24% of the activities); and "Arts, Humanities, and Letters" (for 12% of the activities). All institutions had activities designated in these PBES categories. (See Table 16.)

Other PBES designations of activities included "Other Disciplines" (4% of the activities); "Physical Sciences and Mathematics" (3%); "Business, Management, and Commerce" (2%); "Biological Sciences" (2%); and "Engineering, Architecture, and Related Technical Fields" (1.6%).

Less than one percent of the activities were designated in each of the following PBES categories: "Computer and Information Sciences", "Agriculture and Natural Resources", and "Health Sciences Professions".

No activities were designated in the "Law" category.

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[3] PBES -- Program Budget Evaluation System for Higher Education, State of Michigan, February, 1972.

PBES categories to designate departments and similar units have been incorporated in the budgeting system of each MCSCP institution. Data concerning PBES categories were included here as information for future use in the possible implementation of an external degree program.

E. SUBJECT MATTER AREAS

The 3,589 activities were offered in 25 different subject areas[4]. (See Table 17.) Activities were offered most frequently in the Education subject matter area (48%), followed by the Social Science subject area (14%), Letters (8%), Public Affairs and Services (6%), and Psychology (5%).

The 25 subject matter areas were grouped into five broader subject categories (not related to PBES categories) to provide an interpretation meaningful to an external degree program. The kinds of activities offered using these broad categories were, in rank order: Education (47.6% of the total activities); Social Sciences (26.1%); Verbal-Linguistic and Humanities (12.5%); Sciences, Mathematics, and Engineering (7.4%); and Other (6.4%). The five broad categories and their respective subject areas are listed below.

Category	% of Total Activities
Education - 47.6%	
Education	47.6%
Social Sciences - 26.1%	
Social Sciences	14.3%
Psychology	5.4
Area Studies	0.5
Public Affairs and Services	5.8
Public Service Related Technologies	0.1

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[4] Subject matter areas were modified HEGIS categories (See Chapter III, Procedures) For definitions of the subject matter areas, see the Instructions in Appendix E.

Category	% of Total Activities
Verbal Linguistic and Humanities - 12.5%	
Letters	8.4%
Communications	0.5
Library Science	0.9
Fine and Applied Arts	2.2
Foreign Languages	0.5
Sciences, Mathematics, and Engineering - 7.4%	
Biological Sciences	2.5%
Physical Sciences	1.5
Agriculture and Natural Resources	0.5
Computer and Information Sciences	0.1
Mathematics	1.1
Engineering	1.1
Architecture and Environmental Design	0.1
Mechanical and Engineering Technologies	0.5
Other - 6.4%	
Home Economics	2.6%
Business and Management	2.1
Interdisciplinary Studies	1.1
Health Professions	0.4
Law	0.1
Military Sciences	0.1

The five broad subject categories are listed below, in rank order for each institution, to provide an idea of the subject matter offerings of each institution.

Institution & Subject Category	% of Institution's Activities
Central	
Education	54%
Social Sciences	27
Science, Math, and Engineering	7
Verbal-Linguistic and Humanities	7
Other	4

Institution & Subject Category	% of Institution's Activities
Eastern	
Education	66%
Social Sciences	17
Verbal-Linguistic and Humanities	8
Science, Math, and Engineering	6
Other	3
Grand Valley	
Education	42%
Verbal-Linguistic and Humanities	25
Social Sciences	17
Science, Math, and Engineering	17
Other	--
Lake Superior	
Social Sciences	51%
Verbal-Linguistic and Humanities	30
Other	12
Science, Math, and Engineering	5
Education	3
Michigan State	
Education	63%
Social Sciences	15
Science, Math, and Engineering	10
Verbal-Linguistic and Humanities	7
Other	4
Michigan Tech	
Social Sciences	36%
Verbal-Linguistic and Humanities	27
Science, Math, and Engineering	12
Education	12
Other	12
Northern	
Social Sciences	39%
Verbal-Linguistic and Humanities	25
Other	16
Education	11
Science, Math, and Engineering	9

Institution & Subject Category	% of Institution's Activities
Saginaw	
Other	46%
Social Sciences	36
Science, Math, and Engineering	14
Education	14
Verbal-Linguistic and Humanities	--
U of M - Ann Arbor	
Education	44%
Social Sciences	27
Verbal-Linguistic and Humanities	16
Science, Math, and Engineering	8
Other	4
Wayne State	
Education	33%
Social Sciences	30
Verbal-Linguistic and Humanities	18
Other	13
Science, Math, and Engineering	6
Western	
Education	39%
Social Sciences	38
Verbal-Linguistic and Humanities	15
Science, Math, and Engineering	5
Other	4

C. LOCATION

1. Location of Activities

Activities occurred in 68 of Michigan's 83 counties, as well as in four other locations. (See Table 18.) Locations in which two percent or more of the 3,589 activities occurred were as follows, in rank order:

Location	% of Total Activities
Wayne County	19.0%
Kent County	9.3
Oakland County	9.3
Genesee County	7.4
Saginaw County	4.3
Macomb County	4.1
Berrien County	3.1
Muskegon County	3.0
No Specific Location (Activity was a correspondence course or similar activity)	5.5
Within Michigan - Exact Location Not Specifiable (e.g., activity may have been an internship, student teaching, etc., which could be located at several places)	5.4
Chippewa County	2.5
Outside of Country	2.0

One percent of the activities occurred in each of the following eight counties: Bay, Calhoun, Dickinson, Grand Traverse, Jackson, Midland, St. Clair, and Washtenaw

Less than one percent of the activities were held in each of the following 51 counties: Alcona, Allegan, Alpena, Antrim, Arenac, Barry, Benzie, Branch, Cass, Charlevoix, Cheboygan, Clare, Delta, Eaton, Emmet, Gladwin, Gratiot, Hillsdale, Houghton, Huron, Ingham, Iosco, Iron, Isabella, Kalamazoo, Keweenaw, Lapeer, Leelanau, Lenawee, Livingston, Luce, Marquette, Mason, Mecosta, Missaukee, Monroe, Montcalm, Ogemaw, Osceola, Oscoda, Otsego, Ottawa, Presque Isle, Roscommon, St. Joseph, Sanilac, Schoolcraft, Shiawassee, Tuscola, Van Buren, and Wexford.

Less than one percent of the activities also occurred Outside of Michigan but Within the Country.

No activities occurred in 15 of Michigan's 83 counties: Alger, Baraga, Clinton, Crawford, Gogebic, Ionia, Kalkaska, Lake, Mackinac, Manistee, Menominee, Montmorency, Newaygo, Oceana, and Ontonagon.

Locations where activities of each of the institutions occurred most frequently and second most frequently are listed below.

Institution	Location	% of Each Institution's Activities
Central	Within Mich., but Exact Location Not Specifiable	23%
	Saginaw County	12
	No Specific Location	12
Eastern	Wayne County	25

-continued-

Institution	Location	% of Each Institution's Activities
Grand Valley	Kent County	50%
	Ottawa County	50
Lake Superior.	Chippewa County	93
	Luce County	7
Mich State	Kent County	21
	Oakland County	16
Mich Tech.	Houghton County	91
	Keweenaw County	6
Northern	Dickinson County	79
	Marquette County	9
Saginaw.	Saginaw County	83
	Midland County	7
U of M - Ann Arbor	Wayne County	38
	Genesee County	23
Wayne State.	Wayne County	52
	Oakland County	27
Western.	Muskegon County	26
	Kent County	24

2. Location of Subject Matter Activities

Locations of the subject matter activities are provided in Tables 19 and 20. These locations are presented here in terms of the five broad categories of subject activities previously established in Section B of this chapter.

a. Social Sciences

Activities which fell in the broad category of Social Sciences (Area Studies, Psychology, Public Affairs and Services, Public Service Related Technologies, Social Sciences) occurred in 44 Michigan counties: Allegan, Alpena, Antrim, Bay, Benzie, Berrien, Cass, Charlevoix, Cheboygan, Chippewa, Delta, Dickinson, Genessee, Grand Traverse, Houghton, Huron, Ingham, Iosco, Iron, Isabella, Jackson, Kalamazoo, Kent, Lapeer, Lenawee, Luce, Macomb, Marquette, Mason, Midland, Muskegon, Oakland, Ogemaw, Oscoda, Otsego, Saginaw, St. Clair, St. Joseph, Sanilac, Schoolcraft, Tuscola, Washtenaw, Wayne, and Wexford.

Social Science type activities also occurred "Within Michigan in Nonspecifiable Locations"; "Outside of Michigan, but Within the Country"; "Outside of the Country"; and in "No Specific Location" (activity could occur anywhere because it was a correspondence course or similar activity).

b. Verbal-Linguistic and Humanities

Activities which fell in the broad category of Verbal-Linguistic and Humanities (Communications, Fine and Applied Arts, Foreign Languages, Letters, Library Science) occurred in 31 Michigan counties: Bay, Berrien, Calhoun, Charlevoix, Chippewa, Dickinson, Emmet, Genesee, Grand Traverse, Houghton, Ingham, Iosco, Jackson, Kalamazoo, Kent, Keweenaw, Leelanaw, Macomb, Midland, Monroe, Muskegon, Oakland, Osceola, Otsego, Ottawa, Saginaw, St. Clair, St. Joseph, Van Buren, Wayne, and Wexford.

Verbal-Linguistic and Humanities type activities also occurred "Within Michigan in Nonspecifiable Locations"; "Outside of Michigan, but Within the Country"; and in "No Specific Location."

c. Sciences, Mathematics, and Engineering

Activities which fell in the broad category of Sciences, Mathematics, and Engineering (Agriculture and Natural Resources, Architecture and Environmental Design, Biological Sciences, Computer and Information Sciences, Engineering, Mathematics, Physical Sciences, Mechanical and Engineering Technologies) occurred in 35 Michigan counties: Allegan, Alpena, Antrim, Barry, Bay, Berrien, Chippewa, Clare, Dickinson, Genesee, Grand Traverse, Houghton, Ingham, Iosco, Isabella, Jackson, Kent, Lapeer, Lenawee, Livingston, Macomb, Marquette, Midland, Monroe, Montcalm, Muskegon, Oakland, Otsego, Ottawa, Roscommon, Saginaw, St. Clair, Washtenaw, Wayne, and Wexford.

Science, Mathematics, and Engineering type activities also occurred "Within Michigan in Nonspecifiable Locations", "Outside of Michigan, but Within the Country"; "Outside of the Country"; and in "No Specific Location".

d. Other

Activities which fell in the broad category of Other (Business and Management, Health Professions, Home Economics, Interdisciplinary Studies, Law, Military Sciences) occurred in 27 Michigan counties: Arenac, Bay, Berrien, Calhoun, Cass, Chippewa, Dickinson, Genesee, Grand Traverse, Houghton, Ingham, Iosco, Jackson, Kalamazoo, Kent, Macomb, Marquette, Mecosta, Midland, Muskegon, Oakland, Saginaw, Sanilac, Tuscola, Washtenaw, Wayne, and Wexford.

"Other" category activities also occurred "Outside of the Country" and in "No Specific Location."

e. Education

Activities which fell in the Education category occurred in 58 Michigan Counties as well as "Within Michigan in Nonspecifiable Locations"; "Outside of Michigan, but Within the Country"; "Outside of the Country"; and in "No Specific Location."

Only Education activities (no other type activities) occurred in 9 of the 58 counties: Alcona, Branch, Eaton, Gladwin, Gratiot, Hillsdale, Missaukee, Presque Isle, and Shiawassee.

D. EDUCATIONAL LEVEL

1. Educational Level of Activities

Activities available for credit to undergraduates numbered 3,589[5] and of these, 39% were specifically designated as undergraduate level activities; 26% as graduate level activities generally open to some levels of undergraduates without restriction; and 35% as graduate level activities generally only available to some grade levels of undergraduates who meet special conditions. Thus, most of the available activities were designed for the graduate level, but were available to undergraduates; and the remaining activities were designed for the undergraduate level. (See Table 21.)

The specific educational levels of the 3,589 activities were as follows: 22% were classified at the freshman level; 21% at the sophomore level; 36% junior level; 36% senior level; and 64% at the graduate level. (These percentages total more than 100% as the educational levels were not mutually exclusive categories.) (See Table 22.)

Those institutions which included in their offerings the largest proportion of activities which were specifically for undergraduates were, in descending rank order:

Grand Valley (100%) (Most were junior and senior levels.)

Lake Superior (100%) (Most were freshman level and then sophomore)

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[5] An additional 674 activities (beyond the 3,589) were absolutely restricted to only graduate students and have not been included in any of these analyses. (See Table 15.)

Saginaw (100%) (Equal distribution across levels.)

Michigan Tech (97%) (Equal distribution across levels.)

Northern (86%) (Most were freshman level, and then sophomore and junior levels.)

Wayne State (56%) (Most were junior and senior levels; and then freshman and sophomore levels.)

Central (53%) (Most were junior and senior levels; then freshman and sophomore levels.)

Institutions which offered the largest proportion of graduate level activities that were also available to undergraduates were, in rank order: U of M - Ann Arbor (93% of its activities were graduate level but available to undergraduates); Eastern (78%); Michigan State (73%); and Western (56%).

2. Educational Level of Subject Matter Activities

Educational levels of the subject matter activities are presented in Tables 23 and 24. These levels are presented here in terms of the five broad categories of subject activities established in Section B of this chapter.

a. Undergraduate

Undergraduate level activities numbered 1,395, and of these, in rank order, 41% were in the broad category of Social Sciences; 21% were in Education; 20% in Verbal-Linguistic and Humanities; 10% in Other; and 8% were in the broad category of Science, Mathematics, and Engineering.

The percentage of each broad subject matter category which fell into each specific educational level of freshman through senior are listed below in rank order by educational level (specific educational levels are not mutually exclusive categories).

Level	% of Each Level
Freshman (N=781)	
Social Sciences	41%
Verbal-Linguistic and Humanities	24
Education	14
Other	13
Science, Math, and Engineering	8
Sophomore (N=748)	
Social Sciences	46%
Verbal-Linguistic and Humanities	16
Education	15
Other	13
Science, Math, and Engineering	9
Junior	
Education	46%
Social Sciences	20
Verbal-Linguistic and Humanities	10
Science, Math, and Engineering	8
Other	6
Senior	
Education	51%
Social Sciences	26
Verbal-Linguistics and Humanities	10
Science, Math, and Engineering	9
Other	4

b. Graduate (Available to Undergraduates)

(1) Open. Graduate level activities generally open to some levels of undergraduates without restrictions numbered 927, and of these, in rank order, 68% were in the Education category; 16% were in Social Sciences; 7% were Science, Mathematics, and Engineering; 5% were Verbal-Linguistic and Humanities; and 4% were in the broad category of Other.

(2) Special Conditions. Activities generally available to some levels of undergraduates who meet special conditions numbered 1,247, and of these, in rank order, 62% were in the Education category; 17% were in Social Sciences; 10% in Verbal-Linguistic and Humanities; 6% in Science, Mathematics, and Engineering; and 4% were in the Other category.

The percentage of each broad subject matter category which fell into the specific educational level of graduate (in the freshman through graduate level categories analysis) were: Education - 65%; Social Sciences - 17%; Verbal-Linguistic and Humanities - 8%; Science, Mathematics, and Engineering - 6%; and Other - 4%.

3. Locations of Specific Educational Level Activities

Locations of the lower division, upper division, and graduate level activities are presented in Table 25.

a. Freshman and Sophomore

Freshman and Sophomore activities were located in 38 of the 68 Michigan counties that had activities: Allegan, Antrim, Bay, Berrien, Calhoun, Cheyboygan, Chippewa, Dickinson, Emmet, Genesee, Grand Traverse, Houghton, Huron, Iosco, Iron, Isabella, Jackson, Kent, Keweenaw, Lapeer, Livingston, Luce, Macomb, Marquette, Mason, Midland, Montcalm, Muskegon, Oakland, Otsego, Ottawa, Roscommon, Saginaw, St. Joseph, Tuscola, Washtenaw, Wayne, and Wexford.

Freshman and Sophomore activities also were located "Within Michigan in Nonspecifiable Locations"; "Outside of Michigan, but Within the Country"; "Outside of the Country"; and in "No Specific Location".

b. Junior and Senior

Junior and Senior level activities were located in 62 of the 68 Michigan counties that had activities. (Arenac, Hillsdale, Iron, Keweenaw, Luce, and Monroe counties had no upper division level activities.) Junior and Senior level activities also were located "Within Michigan in Nonspecifiable locations"; Outside of Michigan, but Within the Country"; "Outside of the Country", and in "No Specific Location".

c. Graduate

Graduate level activities (available to undergraduates) were located in 66 of the 68 counties with activities. (Chippewa, Iron, Leelanau, and Luce had no graduate level activities.) Graduate activities also were located "Within Michigan in Nonspecifiable locations"; "Outside of Michigan but Within the Country"; "Outside of the Country"; and in "No Specific Location".

E. ON- OR OFF-CAMPUS

1. On- or Off-Campus Activities

Almost all (94%) of the activities occurred off-campus in either specific locations (88%) or in non-specific locations (6%). "Non-specific" locations signified that the activities occurred anywhere because they were correspondence courses or similar activities. A small percentage of the total activities occurred on-campus (6%). (See Table 26.)

Institutions that held all or almost all of their activities off-campus were Northern (all), Western (all), Central, Michigan State, Wayne State, and U of M - Ann Arbor.

2. On- or Off-Campus Location of Subject Matter Activities

The on- or off-campus locations of the subject matter activities are presented in Table 27. The on- or off-campus locations are presented here in terms of the five broad categories of subject activities.

a. Off-Campus (Specific Locations)

The 3,154 activities located off-campus in specific locations were distributed among the subject categories in the following manner: Education - 51%; Social Sciences - 25%; Verbal-Linguistic and Humanities - 11%; Science, Mathematics, and Engineering - 7%; and Other - 5%.

b. Off-Campus (Non-Specific Locations)

The 204 activities located off-campus in non-specific locations covered the subject categories in the following way, in rank order: Social Sciences - 40%; Education - 23%; Verbal-Linguistic and Humanities - 20%; Science, Mathematics, and Engineering - 13%; and Other - 4%.

c. On-Campus

The 227 activities located on-campus fell, in rank order, into the following broad subject matter categories: Other - 23%; Education - 23%; Social Sciences - 23%; Verbal-Linguistic and Humanities - 22%; and Science, Mathematics, and Engineering - 10%.

3. Location of On- and Off-Campus Activities

Location of the On- and Off-campus activities are presented in Table 28.

a. Off-Campus (Specific Locations)

Activities were located off-campus in specific locations in all 68 counties having activities as well as "Outside of Michigan, but Within the Country"; and "Outside of the Country".

b. On-Campus

Activities were located on-campus in 19 of Michigan's 68 counties with activities: Calhoun, Chippewa, Delta, Emmet, Genesee, Houghton, Ingham, Jackson, Kent, Keweenaw, Macomb, Marquette, Mecosta, Monroe, Oakland, Ottawa, Saginaw, Washtenaw, and Wayne.

F. TYPE AND NUMBER OF CREDITS OFFERED

1. Type and Number of Credits

The type of credits offered for the activities was semester credit (57% of the activities) and quarter credit (43%). (See Table 29.)

The number of credits offered ranged from 1 to 63 plus variable credit. Approximately 39% of the activities were offered for three credits, 32% for two credits; and 21% for four credits. Other credit offerings for the activities included 4% for one credit, approximately 2% for five credits, 1% for six credits, and 1% were for variable credit. (See Table 30.)

2. Number of Credits Offered for the Subject Matter Activities

Data concerning the amount of credit offered for the subject activities are presented below in terms of the broad subject categories and in rank order according to the largest percentage of activities being offered for a given number of credits, e.g., the greatest proportion of activities were offered for 3 credits each. Only the more frequent credit offerings are presented below. (See Table 31.)

a. Three Credits

The 1,397 activities which were each offered for three credits were distributed among the broad subject matter categories in the following rank order manner: Education - 47%; Social Sciences - 27%; Verbal-Linguistic and Humanities - 11%; Science, Mathematics, and Engineering - 8%; and Other - 6%.

b. Two Credits

The 1,130 activities which were each offered for two credits fell into the following subject categories. Education - 65%; Social Sciences - 19%; Verbal-Linguistic and Humanities - 8%; Science, Mathematics, and Engineering - 6%; and Other - 4%.

c. Four Credits

The 757 activities each offered for four credits were distributed across the subject categories as follows. Social Sciences - 36%; Verbal-Linguistics and Humanities - 23%; Education - 23%; Other - 12%; and Science, Mathematics, and Engineering - 6%.

d. One Credit

The 146 activities each offered for one credit fell into the following subject categories: Education - 45%; Social Sciences - 23%; Science, Mathematics, and Engineering - 17%; Other - 14%; and Verbal-Linguistics and Humanities - 1%.

G. INSTRUCTIONAL TECHNIQUE

1. Instructional Technique of Activities

The vast majority (88%) of the activities were delivered using the "Course" instructional technique. (Definitions of the instructional techniques have been included in Chapter III - Procedures.) All 11 institutions made use of the "Course" delivery method. (See Table 32.)

Other delivery methods used, in rank order of the frequency with which they were used, were:

Technique	% of Total Activities
Correspondence	5.6%
Independent Study	2.1
Field Study, Workshop, Institute, Conference	1.9
Travel-Study	1.6
Work Study, Internship	0.6
Closed Circuit or Broadcast TV	0.1
Learning Package	0.1

Michigan State was the one institution which made use of "Closed Circuit or Broadcast TV" and "Learning Package" in their reported activities.

Michigan State and Wayne State were the two institutions which used the "Work Study, Internship" instructional technique.

Four institutions (Michigan State, Saginaw Valley, U of M - Ann Arbor, and Wayne State) made use of the "Field Study, Workshop, Institute, Conference" technique. The "Travel-Study" method was used by five institutions (Central, Eastern, Grand Valley, U of M - Ann Arbor, and Wayne State). Five institutions

(Central, Eastern, Michigan State, U of M - Ann Arbor, and Western) made use of the "Correspondence" method. The "Independent Study" delivery method was utilized by seven institutions (Central, Eastern, Lake Superior, Michigan State, Northern, Wayne State, and Western).

None of the institutions used "Closed Circuit Audio" or "Broadcast Radio" as instructional techniques.

2. Instructional Technique of the Subject Matter Activities

Data concerning the instructional technique used to deliver the subject matter activities are provided in Table 33. These data are presented here for those most frequently used and in terms of the five broad subject categories.

a. Course

The 3,156 activities which were delivered using the "Course" instructional technique were distributed among the broad subject matter categories in the following rank order manner: Education - 49%; Social Sciences - 25%; Verbal-Linguistic and Humanities - 12%; Science, Mathematics, and Engineering - 7%; and Other - 7%.

b. Correspondence

The 200 activities which used the "Correspondence" delivery method fell into the following subject matter categories: Education - 23%; Social Sciences - 22%; Verbal-Linguistic and Humanities - 21%; Science, Mathematics, and Engineering - 13%; and Other - 4%.

c. Independent Study

The 75 activities delivered by "Independent Study" were distributed across the subject matter categories as follows: Education - 53%; Social Sciences - 16%; Science, Mathematics, and Engineering - 8%; Verbal-Linguistic and Humanities - 7%; and Other - 1%.

d. Field Study, Workshop, Institute, Conference

The 68 activities using the "Field Study, Workshop, Institute, Conference" instructional technique fell into the following subject categories: Social Sciences - 60%; Education - 38%; Verbal-Linguistic and Humanities - 13%; and Other - 6%.

[illegible]udy

The 57 activities using the "Travel-Study" technique were distributed across the following subject categories: Education - 44% Social Sciences - 33%; Verbal-Linguistic and Humanities - 14%; Science, Mathematics, and Engineering - 7%; and Other - 5%.

H. BEGINNING MONTH

1. Beginning Month

The three months in which the 1971-72 activities most frequently began were January (28% of the total activities), September (25%), and June (19%). (See Table 34.)

March and April each had 6% of the activities beginning then; and 6% also began "Anytime" during the year.

May was the beginning month for 5% of the activities; August for 4%; and February, 1%.

Less than 1% of the activities occurred in the months of July, October, November, and December.

January was the beginning month for 60% of Saginaw's activities and January and September were the beginning months of 57% to 68% of the activities in each of four institutions - Lake Superior, Wayne State, Eastern, and U of M - Ann Arbor.

Most of Central's activities began in January and June; Grand Valley during June and September; Michigan State during March, June, and September; Michigan Tech during April and September; Northern during February and September; and most of Western's activities began during August, May, June, and January.

2. Beginning Month of Subject Matter Activities

Data concerning the beginning months of the subject matter activities are provided in Table 35. These data are presented here for the more active months in terms of the five broad categories of subject activities.

a. January

The 1,003 activities which began in January were distributed among the five broad subject categories in the following rank order: Education - 52%; Social Sciences - 23%; Verbal-Linguistic and Humanities - 11%; Other - 7%; and Science, Mathematics, and Engineering - 7%.

b. September

The 907 activities beginning in September fell, as follows, into the five subject categories: Education - 49%; Social Sciences - 22%; Verbal-Linguistic and Humanities - 14%; Science, Mathematics, and Engineering - 7%; and Other - 5%.

c. June

The 680 activities offered in June were distributed as follows: Education - 48%; Social Sciences - 31%; Verbal-Linguistic and Humanities - 10%; Science, Mathematics, and Engineering - 9%; and Other - 2%.

d. April

The beginning 208 activities in April took on the following distribution: Social Sciences - 32%; Education - 30%; Verbal-Linguistic and Humanities - 19%; Other - 15%; and Science, Mathematics, and Engineering - 5%.

e. March

The 200 activities beginning in March were distributed among the subject categories in the following manner: Education - 67%; Social Sciences - 10%; Verbal-Linguistic and Humanities - 8%; Science, Mathematics, and Engineering - 7%; and Other - 7%.

f. Anytime

The 196 activities which began at "Anytime" during the year were distributed as follows: Social Sciences - 40%; Education - 24%; Verbal-Linguistic and Humanities - 19%; Science, Mathematics, and Engineering - 12%; and Other - 4%.

g. May

May's 173 beginning activities fell into the following subject categories: Education - 51%; Social Sciences - 30%; Verbal-Linguistic and Humanities - 11%, Science, Mathematics, and Engineering - 6%; and Other - 3%.

h. August

August had 135 beginning activities distributed as follows: Education - 42%; Social Sciences - 34%; Verbal-Linguistic and Humanities - 16%; Other - 8%; and Science, Mathematics, and Engineering - 4%.

I. CO-SPONSORSHIP

1. Co-Sponsorship

Almost all (96%) of the activities were sponsored by a single institution, i.e., one or another of the 11 institutions. Three percent of the activities were jointly sponsored by two or more CCCHE institutions; and one percent by two or more CCCHE and non-CCCHE institutions. (See Table 36.)

Those institutions which indicated CCCHE co-sponsorship of some of their activities were Central, Eastern, Grand Valley, Michigan State, U of M - Ann Arbor, and Wayne State. Institutions which indicated CCCHE and non-CCCHE co-sponsorship were Central and Michigan State.

Co-sponsorship among CCCHE institutions ranged from two co-sponsorships (for 1.6% of the activities) to 12 co-sponsorships (for 0.2% of the activities.) (See Table 37.)

Co-sponsorship with one other CCCHE institution was indicated for 17% (two) of Grand Valley's activities; Eastern 8% (31) of Eastern's activities; and for 2% (14) of Central's activities. U of M - Ann Arbor co-sponsored 3% (16) of its activities with two other CCCHE institutions.

2. CCCHE Co-Sponsorship of Subject Matter Activities

Information concerning CCCHE co-sponsorship of the subject matter activities is provided in Table 38. These data are presented here for the major findings concerning sponsorship and in terms of the five subject matter categories.

a. Own Institution

The 3,430 activities sponsored by a single CCCHE institution, i.e., one or another of the 11 CCCHE institutions, were distributed among the five subject categories in the following manner: Education - 47%; Social Sciences - 27%; Verbal-Linguistic and Humanities - 13%; Science, Mathematics, and Engineering - 7%, and Other - 7%.

b. Own Plus One Other CCCHE Institution

The 50 activities sponsored by two CCCHE institutions fell into the following subject categories: Education - 88%, Social Sciences - 9%; and Science, Mathematics, and Engineering - 4%.

c. Own Plus Two Other CCCHE Institutions

Three CCCHE institutions sponsored 27 activities which were distributed as follows: Science, Mathematics, and Engineering - 37%; Education - 37%; Verbal-Linguistic and Humanities - 15%; and Social Sciences - 7%.

J. FACULTY

The majority of the activities (75%) were taught or monitored by faculty working for the sponsoring institution ("institutional" faculty). Another 23% were taught or monitored by supplementary faculty procured elsewhere; and 2% by "Both" institutional and supplementary faculty. (See Table 39.)

Only one institution (Wayne State) used supplementary faculty (50%) more frequently than institutional (44%) or "Both" (6%).

Two institutions (Northern and Western) used only institutional faculty; and two others (Grand Valley and Michigan Tech) used almost only institutional faculty to teach or monitor their reported activities.

Institutional faculty taught 78% to 83% of the activities at Central, Eastern, Michigan State, Saginaw, and U of M - Ann Arbor; and 66% of the activities at Lake Superior.

K. USUAL FREQUENCY OF OFFERING

1. Usual Frequency of Offering Activities in Specified Location

Over half (56%) of the activities are usually offered "sporadically or on demand" in the specified location. Another 21% are usually offered "one term each year" while 11% are offered "all year or four or more terms each year." "Two terms each year" is the usual frequency of offering for 7% of the activities, "three terms each year" for 4%; and "one term every other year" for 2% of the activities. (See Table 40.)

Seven institutions offer the majority of their reported activities "sporadically or on demand" in the specified location: Central (62% of its activities), Eastern (85%), Grand Valley (67%), Michigan State (67%), Saginaw (96%), U of M - Ann Arbor (52%), and Western (87%).

Northern offers all of its reported activities "one term each year" in the specified location; and Lake Superior offers the majority (57%) of its activities "two terms each year." Michigan Tech offers a sizeable percentage (46%) of its activities for "one term every other year," and another 33% "sporadically or on demand". Wayne State offers 34% of its activities "one term each year," and another 30% "all year or four or more terms per year."

2. Usual Frequency of Offering Subject Matter Activities

Data concerning the usual frequency of offering of the subject matter activities in the specified locations is provided in Table 41. These data are presented here for the major findings and in terms of the five broad subject categories.

a. Sporadically or On Demand

The 2,003 activities usually offered "sporadically or on demand" in the specified location were distributed across the subject categories in the following manner: Education - 54%; Social Sciences - 23%; Verbal-Linguistic and Humanities - 9%; Science, Mathematics, and Engineering - 7%; and Other - 5%.

b. One Term Each Year

The 747 activities usually offered "one term each year" fell into the following subject categories: Education - 54%; Social Sciences - 27%; Science, Mathematics, and Engineering - 8%; Verbal-Linguistic and Humanities - 6%; and Other - 4%.

c. All Year or Four or More Terms Each Year

The 399 activities offered "all year, or four or more terms each year" were distributed among subject categories as follows: Social Sciences - 41%, Verbal-Linguistic and Humanities - 31%; Education - 13%; Other - 9%; and Science, Mathematics, and Engineering - 6%.

d. Two Terms Each Year

Activities offered "two terms each year" numbered 240, and fell into the following subject categories: Education - 44%; Social Sciences - 24%; Verbal-Linguistic and Humanities - 17%; Other - 11%; and Science, Mathematics, and Engineering - 7%.

e. Three Terms Each Year

Activities offered "three terms each year" were 126 distributed in the following manner: Education - 45%; Other - 25%; Social Sciences - 15%; Science, Mathematics, and Engineering - 11%; and Verbal-Linguistic and Humanities - 3%.

L. ACTIVITY OFFERED IN 1969-70 AND 1970-71

In the 1969-70 academic year, 47% of the 1971-72 activities had not been offered; 32% were offered; and it was uncertain as to whether or not 21% of the activities were offered.

In the academic year 1970-71, 42% of the 1971-72 activities were offered; 37% were not offered, and 21% were uncertain. (See Table 42.)

Institutions which did not offer the majority of their 1971-72 activities in the specified locations during both 1969-70 and 1970-71 were Central, Eastern, Grand Valley, Michigan Tech, and Western.

Institutions which did offer the majority of their 1971-72 activities in the specified locations during 1969-70 and 1970-71 were Lake Superior, Northern, and U of M - Ann Arbor.

Wayne State did not offer most of its 1971-72 activities in 1969-70, but it did in 1970-71. Michigan State did not know if the majority of its 1971-72 activities were offered in the specified locations in 1969-70 and in 1970-71.

M. PLANS TO OFFER ACTIVITIES IN THE FUTURE

1. Plans to Offer Activities

Plans to offer the 1971-72 activities in 1972-73 in the specified locations were positively indicated for 40% of the activities, negatively indicated for 22%, and uncertain for 37%. (See Table 43.)

Plans for 1973-74 were uncertain for 65% of the activities; 30% will be offered; and 4% will not be offered.

Plans for 1974-75 were uncertain for 66% of the activities; 30% will be offered; and 4% will not be offered.

Three institutions (Lake Superior, Northern, and Wayne State) plan to offer the majority of their 1971-72 activities in the specified locations during 1972-73, 1973-74, and 1974-75.

Three institutions (Grand Valley, Michigan State, and Saginaw) were uncertain as to whether or not the majority of their 1971-72 activities would be offered in the specified locations in 1972-73, 1973-74, and 1974-75.

Slightly over half of Central's 1971-72 activities will not be offered in 1972-73 (whereas 42% will be); and there is uncertainty about the majority of activities for 1973-74, and 1974-75. For Eastern in 1972-73, uncertainty exists with regard to 40% of the activities, and 38% will not be offered. Uncertainty exists with regard to both 1973-74 and 1974-75 for the vast majority of Eastern's 1971-72 activities.

Michigan Tech had equally large numbers of activities to be offered and not offered in 1972-73 (58% - No, 42% - Yes) and in 1973-74 (46% - Yes, 46% - No); but plan to offer most (55%) of its 1971-72 activities in 1974-75. The U of

M - Ann Arbor divided almost equally between offering and uncertainty for all three years - 1972-73 (50% - yes, 41% - D.K.), 1973-74 and 1974-75 (49% - yes, 48% - D.K. for each year). Western divided between offering and uncertainty for 1972-73 (D.K. - 39%; yes - 33%); and was uncertain about the vast majority of its activities for 1973-74 and 1974-75.

2. Plans to Offer Subject Matter Activities

Information concerning plans to offer the subject matter activities in the specified locations during 1972-73, 1973-74, and 1974-75 is provided in Table 44. These data are presented here for both the positive and the uncertain plans in terms of the five broad subject categories.

The positive plans to offer the activities were consistent across subject categories for all three academic years: that is, the percentage of positive plans was greatest for Education; then in rank order, Social Sciences, Verbal-Linguistic and Humanities, Other, and Science, Mathematics, and Engineering. The Same trend, with one exception, held true for the uncertain plans, i.e., the percentage of uncertain plans was greatest for Education and so on. The one exception was that, for all three years, the percentage of uncertain plans was greater for Science, Mathematics, and Engineering than it was for Other.

a. 1972-73

(1) Yes. Plans to offer the 1971-72 activities in 1972-73 were positively indicated for 1,431 activities. These 1,431 activities were distributed across the five subject categories as follows: Education - 39%; Social Sciences - 31%; Verbal-Linguistic and Humanities - 17%; Other - 9%; and Science, Mathematics, and Engineering - 5%.

(2) Don't Know. Plans for 1972-73 were uncertain for 1,343 activities which fell into the following subject categories: Education - 46%; Social Sciences - 28%; Science, Mathematics and Engineering - 10%; Verbal-Linguistic and Humanities - 10%; and Other - 5%.

b. 1973-74

(1) Yes. Plans to offer the 1971-72 activities during 1973-74 were positively indicated for 1,089 activities distributed as follows: Education - 38%; Social Sciences - 29%; Verbal-Linguistic and Humanities - 18%; Other - 10%; and Science, Mathematics, and Engineering - 5%.

(2) Don't Know. 1973-74 plans were uncertain for 2,325 activities: Education - 51%; Social Sciences - 26%; Verbal-Linguistic and Humanities - 10%; Science, Mathematics, and Engineering 8%; and Other - 5%.

c. 1974-75

(1) Yes. Plans to offer the 1971-72 activities during 1974-75 were positively indicated for 1,062 activities. These activities were distributed among subject categories in the following manner: Education - 38%; Social Sciences - 30%; Verbal-Linguistic and Humanities - 19%; Other 10%; and Science, Mathematics and Engineering - 4%.

(2) Don't Know. 1974-75 plans were uncertain for 2,374 activities distributed as follows: Education - 52%; Social Sciences - 26%; Verbal-Linguistic and Humanities - 10%; Science, Mathematics, and Engineering - 7%; and Other - 5%.

M. SUMMARY

Resources Available to an External Degree Program through the Continuing Education and Extension Divisions

The major findings concerning the resources available to an external degree program through the continuing education and extension divisions are summarized below. The summary follows the format of this chapter for ease in reading as well as in referral back to the chapter or to similar summary sections of the other findings in Appendices C and D.

Eleven of the 15 MCSCP institutions had 3,589 activities available for credit to undergraduates through their continuing education and extension divisions during 1971-72.

The six institutions which offered the greater proportion of these activities were, in rank order: Michigan State, Central, Wayne State, U of M - Ann Arbor, Eastern, and Western.

A. PBES CATEGORY

The three most frequent PBES category designations, in rank order were "Education", "Social Sciences", "Area Studies", "Human Service, and Public Affairs", and "Arts, Humanities, and Letters".

B. SUBJECT MATTER AREAS

The 3,589 activities were offered in 25 different subject areas, the most frequent (48% to 5%) being, in rank order: Education, Social Science, Letters, Public Affairs and Services, and Psychology.

The 25 subject matter areas were grouped into five broader subject categories, and the kinds of activities offered using these broad categories were: Education (47.6%), Social Sciences (26.1%), Verbal-Linguistic and Humanities (12.5%), Science, Mathematics, and Engineering (7.4%), and Other (6.4%).

C. LOCATION

1. Location of Activities. Activities occurred in 68 of Michigan's 83 counties, as well as in four additional locations. The activities occurred most frequently in: Wayne county, (19% of the total activities), Kent (9.3%), Oakland (9.3%), Genesee (7.4%), Saginaw (4.8%), Macomb (4.1%), Berrien (3.1%), Muskegon (3%), "No Specific Location" (5.5%), "Within Michigan in Nonspecifiable locations", (5.4%), Chippewa (2.5%), and "Outside of the Country" (2%).

One percent of the activities occurred in each of eight counties; less than one percent occurred in each of 51 counties plus "Outside of Michigan, but Within the Country".

No activities occurred in 15 of Michigan's 83 counties: Alger, Baraga, Clinton, Crawford, Gogebic, Ionia, Kalkaska, Lake, Mackinac, Manistee, Menominee, Montmorency, Newaygo, Oceana, and Ontonagon.

2. Location of Subject Matter Activities. Activities which fell in the broad category of Social Science occurred in 44 Michigan counties, Verbal-Linguistic and Humanities in 31 counties; Science, Mathematics, and Engineering in 35 counties; Other in 27 counties; and Education in 58 counties. All the activities, except those in the Other category, also occurred "Within Michigan in Nonspecifiable Locations"; "Outside of the Country"; and in "No Specific Locations". Other type activities occurred "Outside of the Country" and in "No Specific Locations".

D. EDUCATIONAL LEVEL

1. Educational Level of Activities: Most (61%) of the 3,589 activities available for credit to undergraduates were designed for the graduate level but were available to undergraduates (26% were generally open to some levels of undergraduates without restriction; and 35% were generally available to some levels of undergraduates who meet special conditions); and the remaining activities (39%) were designed for the undergraduate level.

Fewer activities were at the lower division level (22% freshman and 21% sophomore) than at the upper division (36% junior and 36% senior) or graduate levels (64%).

The seven institutions which included in their continuing education and extension division offerings the largest proportion of activities designed specifically for undergraduates were, in rank order: Grand Valley, Lake Superior, Saginaw, Michigan Tech, Northern, Wayne State, and Central.

2. Educational Level of Subject Activities. The 1,395 undergraduate level activities were in the broad category of Social Sciences (41%); Education (21%); Verbal-Linguistic and Humanities (20%); Other (8%); and Science, Mathematics, and Engineering (8%).

The 927 graduate-level activities generally open to some levels of undergraduates without restrictions were in Education (68%); Social Sciences (16%); [illegible] Humanities (5%); and Other (4%).

The 1,247 activities generally available to some grade levels of undergraduates who meet special conditions were in: Education (62%); Social Sciences (17%); Verbal-Linguistic and Humanities (10%); Science, Mathematics, and Engineering (5%); and Other (4%).

3. Location of Specific Educational Level Activities. Lower division activities were located in over half of the Michigan counties with activities (38 out of 68); whereas upper division and graduate level activities were located in most of the counties with activities (62 and 63 counties, respectively). All level activities also were located "Within Michigan in Nonspecifiable Locations"; "Outside of Michigan, but Within the Country"; "Outside of the Country"; and in "No Specific Location".

E. ON- OR OFF-CAMPUS

1. On- or Off-Campus Activities. Almost all (94%) of the activities occurred off-campus, primarily in specific locations (88%), and less frequently in non-specific locations (6%). A small percentage of the activities occurred on-campus (6%).

2. On- and Off-Campus Location of Subject Matter Activities. The 3,154 off-campus (specific location) activities were , (in rank order): Education, Social Sciences, Verbal-Linguistic and Humanities, Science, Mathematics, and Engineering, and Other.

The 204 off-campus (non-specific location) activities were, in rank order: Social Sciences, Education, Verbal-Linguistic and Humanities, Science, Mathematics, and Engineering, and Other.

The 227 on-campus activities were, in rank order: Other, Education, Social Sciences, Verbal-Linguistic and Humanities, and Science, Mathematics, and Engineering.

3. Location of On- and Off-Campus Activities. Activities were located on-campus in 19 of the 68 Michigan counties with activities; and off-campus in specific locations in all 68 counties as well as "Outside of Michigan, but Within the Country", and "Outside of the Country".

F. TYPE AND NUMBER OF CREDITS

Semester credit (57% of the activities) and quarter credit (43%) were offered for the activities. The number of credits ranged from 1 to 63 plus Variable credit. Most of the activities were offered for three, two and four credits.

G. INSTRUCTIONAL TECHNIQUE

The vast majority (88%) of the activities were delivered using the "Course" instructional technique. Other delivery methods used, in rank of the frequency with which they were used (5.6% to 0.1%), were: Correspondence; Independent Study; Field Study, Workshop, Institute, Conference; "Travel-Study"; "Work Study, Internship"; "Closed Circuit or Broadcast TV"; and "Learning Package".

H. BEGINNING MONTH

The three months in which the 1971-72 activities most frequently began were January (28%), September (25%), and June (19%). Other months or times when activities started, in rank order according to the frequency of beginning activities were: March, April, Anytime (each 6%); May, August, February (5%, 4%, and 1%, respectively); and July, October, November, (each less than 1%).

I. SPONSORSHIP

Almost all (96%) of the activities were sponsored by a single institution, i.e., one or another of the 11 institutions. Three percent of the activities were jointly sponsored by two or more CCCHE institutions (indicated by Central, Eastern, Grand Valley, Michigan State, U of M - Ann Arbor, and Wayne State); and one percent by two or more CCCHE and non-CCCHE institutions (indicated by Central and Michigan State).

J. FACULTY

The majority of the activities were taught or monitored by institutional faculty - 75%. Supplementary faculty procured elsewhere taught or monitored 23% of the activities; and "Both" institutional and supplementary faculty - 2%.

K. USUAL FREQUENCY OF OFFERING

1. Usual Frequency of Offering Activities in Specified Location. "Sporadically or on demand" in the specified location is the usual frequency of offering for over half (56%) of the activities. Other usual offerings, in rank order are "One term each year" - 21%; "All year or four or more terms each year" - 11%; "Two terms each year" - 7%; "Three terms each year" - 4%; and "One term every other year" - 2%.

Seven institutions offer the majority of their activities "Sporadically or on demand", while the other four institutions vary among themselves in the alternative usual offerings of a majority of their activities.

2. Usual Frequency of Offering Subject Matter Activities. The 2,003 activities offered "sporadically or on demand" were, in rank order: Education, Social Sciences, Verbal-Linguistic and Humanities, Science, Mathematics, and Engineering, and Other.

The 747 activities offered "one term each year" were, in rank order: Education, Social Sciences, Science, Mathematics, and Engineering, Verbal-Linguistic and Humanities, and Other.

The 399 activities offered "all year, or four or more terms each year" were, in rank order: Social Sciences, Verbal-Linguistic and Humanities, Education, Other, and Science, Mathematics, and Engineering.

The 240 activities offered "two terms each year" were, in rank order: Education, Social Sciences, Verbal-Linguistic and Humanities, Other, and Science, Mathematics, and Engineering.

The 126 "three terms each year" activities were, in rank order: Education, Other, Social Sciences, Science, Mathematics and Engineering, and Verbal-Linguistic and Humanities.

L. ACTIVITY OFFERED IN 1969-70 AND 1970-71

In the 1969-70 and 1970-71 academic years, the percentages of 1971-72 activities offered in the specified locations were 32% and 42%, respectively; not offered - 47% and 37%, respectively; and uncertain as to whether or not they were offered - 21% and 21%, respectively.

M. PLANS TO OFFER ACTIVITIES IN THE FUTURE

1. Plans to Offer Activities. Plans to offer the 1971-72 activities in the specified locations in 1972-73, 1973-74, and 1974-75 were as follows: Positive - 40%, 30% and 30%, respectively; Negative - 22%, 4%, and 4%, respectively; and Uncertain - 37%, 65%, and 66%, respectively.

Plans [illegible] the majority of their 1971-72 activities in the specified locations during 1972-73, [illegible] 1974-75 were positive for three institutions - Lake Superior, Northern, and Wayne; and [illegible] for three institutions - Grand Valley, Michigan State, and Saginaw. The other five institutions varied in their positive, negative or uncertain plans for the three academic year

2. Plans to Offer Subject Matter Activities. The positive plans to offer the activities were consistent across subject categories for all three academic years: The percentage was greatest for Education, followed, in rank order, by Social Sciences, Verbal-Linguistic and Humanities, Other, and Science, Mathematics, and Engineering.

The same trend, with one exception, held true for the uncertain plans. The one exception was that, for all three years, the percentages of uncertain plans was greater for Science, Mathematics, and Engineering than it was for Other.

Appendix B Table 15

Graduate Level Activities Absolutely Restricted to Only Graduate Students
(1971-72 Continuing Education Activities)
11 CCCHE Institutions

Institution	Activities[a]	
	f	%
01 Central Mich U	299	44.4
02 Eastern Mich U	--	--
04 Grand Valley S C	--	--
05 Lake Superior S C	--	--
06 Mich State U	23	3.4
07 Mich Tech U	4	0.6
08 Northern Mich U	11	1.6
10 Saginaw Valley C	--	--
11 U of M - Ann Arbor	--	--
14 Wayne State U	224	33.2
15 Western Mich U	113	16.8
Total	674	100.0

[a] These activities were not included in the analyses of data for the undergraduate external degree program study.

Appendix B

Table 16

PBES[a] Category Designation of Activities
(1971-72 Continuing Education Activities = 3,589)
11 CCCHE Institutions

Institution	PBES Category Ag & Nat Res		Arts, Hum, Letters		Bio Sci		Bus, Mgmt, Commer		Compu & Info Sci		Educ		Eng, Arch, & Rel Tech Flds		Hlth Sci Profess		Phys Sci & Math		Soc Sci, Area Studs, Hum Serv, Pub Aff		Other		NA		Total Activities	
	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[c]
01 Central Mich U	--	--	37	5.6	27	4.1	19	2.9	5	0.8	383	57.8	--	--	--	--	21	3.2	163	24.6	7	1.1	1	0.2	663	18.5
02 Eastern Mich U	--	--	37	9.2	23	5.7	2	0.5	--	--	250	61.9	--	--	--	--	15	3.7	67	16.6	10	2.5	--	--	404	11.3
04 Grand Valley S C	--	--	3	25.0	1	8.3	--	--	--	--	5	41.7	--	--	--	--	1	8.3	2	16.7	--	--	--	--	12	0.3
05 Lake Superior S C	--	--	28	29.5	--	--	11	11.6	--	--	3	3.2	2	2.1	--	--	3	3.2	48	50.5	--	--	--	--	95	2.6
06 Mich State U	16	2.2	48	6.6	3	0.4	--	--	--	--	476	65.8	15	2.1	2	0.3	49	6.8	80	11.1	26	3.6	8	1.1	723	20.1
07 Mich Tech U	--	--	9	27.3	1	3.0	7	21.2	2	6.1	4	12.1	--	--	--	--	1	3.0	9	27.3	--	--	--	--	33	0.9
08 Northern Mich U	--	--	14	25.0	1	1.8	9	16.1	--	--	6	10.7	--	--	--	--	5	8.9	21	37.5	--	--	--	--	56	1.6
10 Saginaw Valley C	--	--	13	46.4	4	14.3	--	--	--	--	1	3.6	--	--	--	--	--	--	10	35.7	--	--	--	--	28	0.8
11 U of M - Ann Arbor	11	1.9	66	11.6	2	0.4	9	1.6	23	4.0	256	44.9	15	2.6	10	1.8	15	2.6	149	26.1	9	1.6	5	0.9	570	15.9
14 Wayne State U	--	--	133	20.2	--	--	6	0.9	3	0.5	216	32.8	24	3.6	2	0.3	11	1.7	204	31.0	59	9.0	--	--	658	18.3
15 Western Mich U	--	--	45	13.0	13	3.7	16	4.6	--	--	131	37.8	3	0.9	2	0.6	1	0.3	105	30.3	31	8.9	--	--	457	9.7
Total f & %[c]	27	0.8	433	12.1	75	2.1	79	2.2	33	0.9	1731	48.2	59	1.6	16	0.5	122	3.4	858	23.9	142	4.0	14	0.4	3589	100.0

[a] PBES = Program Budget Evaluation System for Higher Education, State of Michigan, February, 1972.

[b] Frequency and percentage of institution's activities.

[c] Frequency and percentage of total activities = 3,589.

Table 16 - continued

11 CCCHE Institutions

Institution	Subject[a]																Total Activities	
	OTHER												EDUCATION					
	Bus & Mgmt 05		Hlth Profess 12		Home Ec 13		Law 14		Mil Sci 18		Interdis Studs 49		Educ 08		No Subj on P.O.[d]			
	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[c]
01 Central Mich U	19	2.9	--	--	7	1.1	--	--	--	--	--	--	360	54.3	1	0.2	663	18.5
02 Eastern Mich U	2	0.5	--	--	10	2.5	--	--	--	--	--	--	267	66.2	--	--	404	11.3
04 Grand Valley S C	--	--	--	--	--	--	--	--	--	--	--	--	5	41.7	--	--	12	0.3
05 Lake Superior S C	11	11.6	--	--	--	--	--	--	--	--	--	--	3	3.2	--	--	95	2.6
06 Mich State U	10	1.4	1	0.1	15	2.1	--	--	--	--	--	--	458	63.4	8	1.1	723	20.1
07 Mich Tech U	4	12.1	--	--	--	--	--	--	--	--	--	--	4	12.1	--	--	33	0.9
08 Northern Mich U	9	16.1	--	--	--	--	--	--	--	--	--	--	6	10.7	--	--	56	1.6
10 Saginaw Valley C	--	--	--	--	--	--	--	--	--	--	13	46.4	1	3.6	--	--	28	0.8
11 U of M - Ann Arbor	2	0.4	10	1.8	7	1.2	5	0.9	3	0.5	--	--	253	44.4	2	0.4	570	15.9
14 Wayne State U	6	0.9	2	0.3	53	8.1	--	--	--	--	25	3.8	216	32.8	--	--	658	18.3
15 Western Mich U	13	3.8	--	--	2	0.6	--	--	--	--	--	--	134	38.6	--	--	347	9.7
Total f & %[c]	76	2.1	13	0.4	94	2.6	5	0.1	3	0.1	38		1707	47.6	11	0.3	3589	100.0

[a] Modified HEGIS categories.

[b] Frequency and percentage of institution's activities.

[c] Frequency and percentage of total activities = 3,589.

[d] Incorrect or no subject on computer printout.

Table 17

Subject Matter Activities
(1971-72 Continuing Education Activities = 3,589)
11 CCCHE Institutions

Institution	Subject[a]																			
	SOCIAL SCIENCES										VERBAL-LINGUISTIC & HUMANITIES									
	Area Studs 03		Psy 20		Pub Aff & Srvs 21		Soc Sci 22		Pub Srv Rel Tech 55		Comm 06		Fine & Appl Arts 10		Foreign Langs 11		Letters 15		Lib Sci 16	
	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]
01 Central Mich U	--	--	18	2.7	103	15.5	60	9.1	--	--	5	0.8	11	1.7	2	0.3	24	3.6	5	0.8
02 Eastern Mich U	--	--	18	4.5	--	--	49	12.1	--	--	--	--	4	0.9	--	--	30	7.4	--	--
04 Grand Valley S C	--	--	--	--	--	--	2	16.7	--	--	--	--	--	--	2	16.7	1	8.3	--	--
05 Lake Superior S C	--	--	16	16.8	--	--	32	33.7	--	--	--	--	3	3.2	5	5.3	20	21.1	--	--
06 Mich State U	--	--	18	2.5	34	4.7	53	7.3	4	0.6	1	0.1	25	3.5	--	--	23	3.2	--	--
07 Mich Tech U	--	--	--	--	--	--	12	36.3	--	--	--	--	1	3.0	--	--	8	24.2	--	--
08 Northern Mich U	--	--	1	1.8	--	--	21	37.5	--	--	--	--	2	3.6	--	--	12	21.4	--	--
10 Saginaw Valley C	--	--	--	--	--	--	10	35.7	--	--	--	--	--	--	--	--	--	--	--	--
11 U of M - Ann Arbor	2	0.4	56	9.8	29	5.1	67	11.8	--	--	3	0.5	16	2.8	7	1.2	42	7.4	23	4.0
14 Wayne State U	8	1.2	38	5.8	33	5.0	121	18.4	--	--	2	0.3	6	0.9	--	--	109	16.6	2	0.3
15 Western Mich U	6	1.7	30	8.7	9	2.6	85	24.5	--	--	5	1.4	9	2.6	3	0.9	33	9.5	1	0.3
Total f & %[c]	16	0.5	195	5.4	208	5.8	512	14.3	4	0.1	16	0.5	77	2.2	19	0.5	302	8.4	31	0.9

Institution	Subject[a]															
	SCIENCE, MATH, & ENGINEERING															
	Ag & Nat Res 01		Arch & Envr Des 02		Bio Sci 04		Compu & Info Sci 07		Engin 09		Math 17		Phys Sci 19		Mech & Eng Tech 53	
	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]
01 Central Mich U	--	--	--	--	27	4.1	--	--	--	--	13	2.0	8	1.2	--	--
02 Eastern Mich U	--	--	--	--	22	5.4	--	--	--	--	--	--	2	0.5	--	--
04 Grand Valley S C	--	--	--	--	1	8.3	--	--	--	--	--	--	1	8.3	--	--
05 Lake Superior S C	--	--	--	--	--	--	--	--	--	--	3	3.2	--	--	2	2.1
06 Mich State U	7	1.0	--	--	19	2.6	--	--	12	1.7	3	0.4	29	4.0	3	0.4
07 Mich Tech U	--	--	--	--	1	3.0	2	6.1	--	--	1	3.0	--	--	--	--
08 Northern Mich U	--	--	--	--	1	1.8	--	--	--	--	2	3.6	2	3.6	--	--
10 Saginaw Valley C	--	--	--	--	4	14.3	--	--	--	--	--	--	--	--	--	--
11 U of M - Ann Arbor	11	1.9	3	0.5	2	0.4	--	--	--	--	11	1.9	5	0.9	11	1.9
14 Wayne State U	--	--	--	--	--	--	3	0.5	23	3.5	6	0.9	5	0.8	--	--
15 Western Mich U	--	--	--	--	13	3.8	--	--	3	0.9	--	--	1	0.3	--	--
Total f & %[c]	18	0.5	3	0.5	90	2.5	5	0.1	38	1.1	39	1.1	53	1.5	16	0.5

Table continued

Appendix B

Table 17 - continued

11 CCCHE Institutions

Institution	Subject[a]																				Total Activities[c]	
									OTHER								EDUCATION					
	Bus & Mgmt 05		Hlth Profess 12		Home Ec 13		Law 14		Mil Sci 18		Interdis Studs 49		Bus & Com Tech 50		Hlth Srvs Paramed 52		Educ 08		No Subj on P.O.[d]			
	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]
01 Central Mich U	19	2.9	--	--	7	1.1	--	--	--	--	--	--	--	--	--	--	360	54.3	1	0.2	663	18.5
02 Eastern Mich U	2	0.5	--	--	10	2.5	--	--	--	--	--	--	--	--	--	--	267	66.1	--	--	404	11.3
04 Grand Valley S C	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	5	41.7	--	--	12	0.3
05 Lake Superior S C	11	11.6	--	--	--	--	--	--	--	--	--	--	--	--	--	--	3	3.2	--	--	95	2.6
06 Mich State U	10	1.4	1	0.1	15	2.1	--	--	--	--	--	--	--	--	--	--	458	63.3	8	1.1	723	20.1
07 Mich Tech U	4	12.1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	4	12.1	--	--	33	0.9
08 Northern Mich U	9	16.1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	6	10.7	--	--	56	1.6
10 Saginaw Valley C	--	--	--	--	--	--	--	--	--	--	13	46.4	--	--	--	--	1	3.6	--	--	28	0.8
11 U of M - Ann Arbor	2	0.4	10	1.8	7	1.2	5	0.9	3	0.5	--	--	--	--	--	--	253	44.4	2	0.4	570	15.9
14 Wayne State U	6	0.9	2	0.3	53	8.1	--	--	--	--	25	3.8	--	--	--	--	216	32.8	--	--	658	18.3
15 Western Mich U	13	3.7	--	--	2	0.6	--	--	--	--	--	--	--	--	--	--	134	38.6	--	--	347	9.7
Total f & %[c]	76	2.1	13	0.4	95	2.6	5	0.1	3	0.1	38	1.1	--	--	--	--	1707	47.6	11	0.3	3589	100.0

[a] Modified HEGIS categories

[b] Frequency and percentage of institution's activities

[c] Frequency and percentage of total activities = 3,589

[d] Incorrect or no subject on computer printout

Table 18

Location of Activities
(1971-72 Continuing Education Activities = 3,589)
11 CCCHE Institutions

Institution	Alcona 01		Allegan 03		Alpena 04		Antrim 05		Arenac 06		Barry 08		Bay 09		Benzie 10		Berrien 11		Branch 12		Calhoun 13		Cass 14		Charlevoix 15	
	f	$\%^f$	f	$\%^f$	f	$\%^f$	f	$\%^f$	f	$\%^f$	f	$\%^f$	f	$\%^f$	f	$\%^f$	f	$\%^f$	f	$\%^f$	f	$\%^f$	f	$\%^f$	f	$\%^f$
01 Central Mich U	1	0.2			7	1.1	2	0.3					35	5.3			2	0.3			6	0.9			6	0.9
02 Eastern Mich U									1	0.2																
04 Grand Valley S C																										
05 Lake Superior S C																										
06 Mich State U					6	0.8			1	0.1			4	0.6			41	5.7			12	1.7	2	0.3	5	0.7
07 Mich Tech U																										
08 Northern Mich U																										
10 Saginaw Valley C																										
11 U of M - Ann Arbor					1	0.2	1	0.2					2	0.4												
14 Wayne State U			3	0.5											1	0.2										
15 Western Mich U			1	0.3							1	0.3					67	19.3	1	0.3	30	8.6				
Total f & $\%^g$	1	0.03	4	0.1	14	0.4	3	0.1	2	0.1	1	0.03	41	1.1	1	0.03	110	3.1	1	0.03	48	1.3	2	0.1	11	0.3

Institution	Cheboygan 16		Chippewa 17		Clare 18		Delta 21		Dickinson 22		Eaton 23		Emmet 24		Genesee 25		Gladwin 26		Grand Traverse 28		Gratiot 29		Hillsdale 30		Houghton 31	
	f	$\%^f$	f	$\%^f$	f	$\%^f$	f	$\%^f$	f	$\%^f$	f	$\%^f$	f	$\%^f$	f	$\%^f$	f	$\%^f$	f	$\%^f$	f	$\%^f$	f	$\%^f$	f	$\%^f$
01 Central Mich U	9	1.4			1	0.2							6	0.9	6	0.9	4	0.6	7	1.1	7	1.1				
02 Eastern Mich U															81	20.1			3	0.7						
04 Grand Valley S C																										
05 Lake Super'.. C C			88	92.6																						
06 Mich State U											3	0.4	7	1.0	46	6.4			34	4.7	3	0.4			1	0.1
07 Mich Tech U							2	3.6	44	78.6															30	90.9
0C Northern Mich U																										
10 Saginaw Valley C							1	0.2							128	22.5										
11 U of M - Ann Arbor															3	0.5									1	0.2
14 Wayne State U																										
15 Western Mich U																										
Total f & $\%^g$	9	0.3	88	2.5	1	0.03	3	0.1	44	1.2	3	0.1	13	0.4	264	7.4	4	0.1	44	1.2	7	0.2	3	0.1	32	0.9

Table continued

Table 18 - continued

11 CCHE Institutions

Location	Location																									
	Huron 32		Ingham 33		Iosco 35		Iron 36		Isabella 37		Jackson 38		Kalamazoo 39		Kent 41		Keweenaw 42		Lapeer 44		Leelanau 45		Lenawee 46		Livingston 47	
	f	%^{f}	f	%^{f}	f	%^{f}	f	%^{f}	f	%^{f}	f	%^{f}	f	%^{f}	f	%^{f}	f	%^{f}	f	%^{f}	f	%^{f}	f	%^{f}	f	%^{f}
01 Central Mich U	10	1.5	1	0.2	28	4.2			26	3.9					19	2.9										
02 Eastern Mich U									1	0.2	27	6.7							6	1.5			5	1.2	9	2.2
04 Grand Valley S C															6	50.0										
05 Lake Superior S C																										
06 Mich State U			30	4.1	1	0.1					31	4.3	3	0.4	148	20.5			5	0.7	1	0.1	5	0.7		
07 Mich Tech U			1	3.0													2	6.1								
08 Northern Mich U							2	3.6																		
10 Saginaw Valley C																										
11 U of M - Ann Arbor	4	0.7									3	0.5			76	13.3	2	0.4					1	0.2		
14 Wayne State U																										
15 Western Mich U													13	3.7	84	24.2										
Total f & %^{g}	14	0.4	32	0.9	29	0.8	2	0.1	27	0.8	61	1.7	16	0.5	333	9.3	4	0.1	11	0.3	1	0.03	11	0.3	9	0.3

Location	Location																									
	Luce 48		Macomb 50		Marquette 52		Mason 53		Mecosta 54		Midland 56		Missaukee 57		Monroe 58		Montcalm 59		Muskegon 61		Oakland 63		Ogemaw 65		Osceola 67	
	f	%^{f}	f	%^{f}	f	%^{f}	f	%^{f}	f	%^{f}	f	%^{f}	f	%^{f}	f	%^{f}	f	%^{f}	f	%^{f}	f	%^{f}	f	%^{f}	f	%^{f}
01 Central Mich U			8	1.2			1	0.2	3	0.5	28	4.2	3	0.5			14	2.1	15	2.3	4	0.6	2	0.3	5	0.8
02 Eastern Mich U			39	9.7											14	3.5					10	2.5				
04 Grand Valley S C																										
05 Lake Superior S C	7	7.4																								
06 Mich State U			22	3.0	8	1.1	5	0.7	2	0.3	15	2.1					7	1.0								
07 Mich Tech U																										
08 Northern Mich U					5	8.9																				
10 Saginaw Valley C											2	7.1														
11 U of M - Ann Arbor			2	0.4	8	1.4			5	0.9	2	0.4			1	0.2			2	0.4	27	4.7				
14 Wayne State U			77	11.7			1	0.3													176	26.7				
15 Western Mich U																			90	25.9						
Total f & %^{g}	7	0.2	148	4.1	22	0.6	7	0.2	10	0.3	47	1.3	3	0.1	15	0.4	21	0.6	107	3.0	334	9.3	2	0.1	5	0.1

Table continued

Table 18 - continued

11 CCCHE Institutions

Institution	Location Oscoda 68		Otsego 69		Ottawa 70		Presque Isle 71		Roscommon 72		Saginaw 73		St Clair 74		St Joseph 75		Sanilac 76		Schoolcraft 77		Shiawassee 78		Tuscola 79		Van Buren 80	
	f	$\%^f$	f	$\%^f$	f	$\%^f$	f	$\%^f$	f	$\%^f$	f	$\%^f$	f	$\%^f$	f	$\%^f$	f	$\%^f$	f	$\%^f$	f	$\%^f$	f	$\%^f$	f	$\%^f$
01 Central Mich U			9	1.4			2	0.3	11	1.7	81	12.2	2	0.3			11	1.7			2	0.3	2	0.3		
02 Eastern Mich U									6	1.5			5	1.2			12	3.0			5	1.2				
04 Grand Valley S C					4	33.3																				
05 Lake Superior S C																										
06 Mich State U	5	0.7	3	0.4	1	0.4			2	0.3	39	5.4	14	1.9							7	1.0	1	0.1		
07 Mich Tech U																										
08 Northern Mich U																			1	1.8						
10 Saginaw Valley C									1	3.6	24	85.7											1	3.6		
11 U of M - Ann Arbor					4	0.7			1	0.2	24	4.2	9	1.6									1	0.2		
14 Wayne State U											5	0.8	6	0.9												
15 Western Mich U															11	3.2									1	0.3
Total f & $\%^g$	5	0.1	12	0.3	9	0.3	2	0.1	21	0.6	173	4.8	36	1.0	11	0.3	23	0.6	1	0.03	14	0.4	5	0.1	1	0.03

Institution	Location Washtenaw 81		Wayne 82		Wexford 83		W/in Mich; Loca not Spec[a] 96		Outside Mich; W/in Country[b] 97		Outside Country[c] 98		No Spec Loca[d] 99		No Loca on P.O.[e]		Total Activities	
	f	$\%^f$	f	$\%^f$	f	$\%^f$	f	$\%^f$	f	$\%^f$	f	$\%^f$	f	$\%^f$	f	$\%^f$	f	$\%^g$
01 Central Mich U			1	0.2	19	2.9	153	23.1	10	1.5	5	0.8	80	12.1	9	1.4	663	18.5
02 Eastern Mich U	17	4.2	99	24.5					1	0.2	20	5.0	43	10.6			404	11.3
04 Grand Valley S C											2	16.7					12	0.3
05 Lake Superior S C																	95	2.6
06 Mich State U			28	3.9			40	5.5	18	2.5							723	20.1
07 Mich Tech U																	33	0.9
08 Northern Mich U															2	3.6	56	1.6
10 Saginaw Valley C																	28	0.8
11 U of M - Ann Arbor	17	3.0	214	37.5									24	4.2	9	1.6	570	15.9
14 Wayne State U			340	51.7							46	7.0					658	18.3
15 Western Mich U													47	13.5			347	9.7
Total f & $\%^g$	34	1.0	682	19.0	19	0.5	193	5.4	29	0.8	73	2.0	196	5.5	18	0.5	3589	100.0

[a] Within Michigan, but exact location cannot be specified because the activity may have been an internship, student teaching, etc. located at several places or schools.

[b] Outside of Michigan, but within the country, i.e. USA "proper" (excludes Alaska and Hawaii).

[c] Outside of the country, i.e. USA "proper" (outside includes Alaska and Hawaii).

[d] No specific location because the activity could take place anywhere, e.g., correspondence course or a similar activity.

[e] Incorrect or no location on computer printout.

[f] Frequency and percentage of institution's activities.

[g] Frequency and percentage of total activities = 3,589.

Table 19

Location of Subject Matter Activities
(1971-72 Continuing Education Activities = 3,589)
11 CCCHE Institutions

Subject	Location																									
	Alcona 01		Allegan 03		Alpena 04		Antrim 05		Arenac 06		Barry 08		Bay 09		Benzie 10		Berrien 11		Branch 12		Calhoun 13		Cass 14		Charlevoix 15	
	f	%^{e}	f	%^{e}	f	%^{e}	f	%^{e}	f	%^{e}	f	%^{e}	f	%^{e}	f	%^{e}	f	%^{e}	f	%^{e}	f	%^{e}	f	%^{e}	f	%^{e}
SOCIAL SCIENCES																										
03 Area Studs																	1	0.9			1	2.1				
20 Psy			1	25.0			1	33.3					3	7.3			9	8.2			3	6.3				
21 Pub Aff & Srvs					1	7.1							1	2.4			4	3.6			7	14.6	1	50.0		
22 Soc Sci			1	25.0									11	26.8	1	100.0	24	21.8			11	22.9			3	27.3
55 Pub Srv Rel Tech																										
VERB-LING & HUM																										
06 Comm																										
10 Fine & Appl Arts													2	4.9			5	4.5								
11 Foreign Langs																										
15 Letters													5	12.2			9	8.2			2	4.2				
16 Lib Sci																									1	9.1
SCI, MATH, & ENG																										
01 Ag & Nat Res																										
02 Arch & Envr Des																										
04 Bio Sci							2	66.7			1	100.0	2	4.9			3	2.7								
07 Compu & Info Sci																										
09 Engin			1	25.0													2	1.8								
17 Math													3	7.3												
19 Phys Sci																	1	0.9								
53 Mech & Eng Tech																	1	0.9								
OTHER																										
05 Bus & Mgmt									1	50.0			4	9.8			4	3.6			1	2.1				
12 Hlth Profess																										
13 Home Ec																	2	1.8					1	50.0		
14 Law																										
18 Mil Sci																										
49 Interdis Studs																										
EDUCATION																										
08 Educ	1	100.0	1	25.0	13	92.9			1	50.0			10	24.4			42	38.2	1	100.0	23	47.9			6	54.5
No Subj on P.O.^{d}																	1	0.9							1	9.1
Total f & %^{f}	1	0.03	4	0.1	14	0.4	3	0.1	2	0.1	1	0.03	41	1.1	1	0.03	110	3.1	1	0.03	48	1.3	2	0.1	11	0.3

Table continued

Table 19 - continued

11 CCCHE Institutions

Subject	Location																									
	Cheboygan 16		Chippewa 17		Clare 18		Delta 21		Dickinson 22		Eaton 23		Emmet 24		Genesee 25		Gladwin 26		Grand Traverse 28		Gratiot 29		Hillsdale 30		Houghton 31	
	f	$\%^e$	f	$\%^e$	f	$\%^e$	f	$\%^e$	f	$\%^e$	f	$\%^e$	f	$\%^e$	f	$\%^e$	f	$\%^e$	f	$\%^e$	f	$\%^e$	f	$\%^e$	f	$\%^e$
SOCIAL SCIENCES																										
03 Area Studs																										
20 Psy	1	11.1	12	13.6					1	2.3					16	6.1			2	4.5						
21 Pub Aff & Srvs															9	3.4			2	4.5						
22 Soc Sci			29	33.0			2	66.7	11	25.0					30	11.4			5	11.4					12	37.5
55 Pub Srv Rel Tech															1	0.4										
VERB-LING & HUM																										
06 Comm															1	0.4										
10 Fine & Appl Arts			3	3.4					2	4.5			1	7.7	6	2.3			1	2.3					1	3.1
11 Foreign Langs			5	5.7											1	0.4										
15 Letters			20	22.7					11	25.0			1	7.7	17	6.4			3	6.8					6	18.8
16 Lib Sci															7	2.7										
SCI, MATH, & ENG																										
01 Ag & Nat Res															1	0.4										
02 Arch & Envr Des																										
04 Bio Sci									1	2.3					4	1.5			4	9.1					1	3.1
07 Compu & Info Sci																									2	6.3
09 Engin																										
17 Math			3	3.4	1	100.0			2	4.5															1	3.1
19 Phys Sci									2	4.5					4	1.5										
53 Mech & Eng Tech			2	2.3											4	1.5										
OTHER																										
05 Bus & Mgmt			11	12.5					9	20.5					1	0.4									4	12.5
12 Hlth Profess															2	0.8										
13 Home Ec															7	2.7			2	4.5						
14 Law															2	0.8										
18 Mil Sci															2	0.8										
49 Interdis Studs																										
EDUCATION																										
08 Educ	8	88.9	3	3.4			1	33.3	5	11.4	3	100.0	10	76.9	149	56.4	4	100.0	25	56.8	7	100.0	3	100.0	5	15.6
No Subj on P.O.[d]													1	7.7												
Total f & $\%^f$	9	0.3	88	2.5	1	0.03	3	0.1	44	1.2	3	0.1	13	0.4	264	7.4	4	0.1	44	1.2	7	0.2	3	0.1	32	0.9

Table continued

Table 19 - continued

11 CCCHE Institutions

Subject	Location Huron 32 f	%^{e}	Ingham 33 f	%^{e}	Iosco 35 f	%^{e}	Iron 36 f	%^{e}	Isabella 37 f	%^{e}	Jackson 38 f	%^{e}	Kalamazoo 39 f	%^{e}	Kent 41 f	%^{e}	Keweenaw 42 f	%^{e}	Lapeer 44 f	%^{e}	Leelanau 45 f	%^{e}	Lenawee 46 f	%^{e}
SOCIAL SCIENCES																								
03 Area Studs															1	0.3								
20 Psy			1	3.1	4	13.8			1	3.7	2	3.3			19	5.7			1	9.1				
21 Pub Aff & Srvs			1	3.1					2	7.4	3	4.9			15	4.5			1	9.1			1	9.1
22 Soc Sci	1	7.7	3	9.4	5	17.2	2	100.0	2	7.4	6	1.6	2	12.5	39	11.7			1	9.1				
55 Pub Srv Rel Tech																			1	9.1				
VERB-LING & HUM																								
06 Comm															2	0.6								
10 Fine & Appl Arts			1	3.1	1	3.4									15	4.5					1	100.0		
11 Foreign Langs													1	6.3	1	0.3								
15 Letters					2	6.9					6	1.6			22	6.6	2	50.0						
16 Lib Sci															6	1.8								
SCI, MATH, & ENG																								
01 Ag & Nat Res															6	1.8							1	9.1
02 Arch & Envr Des															1	0.3								
04 Bio Sci			1	3.1	2	6.9			1	3.7	3	4.9			4	1.2			2	18.2				
07 Compu & Info Sci																								
09 Engin															6	1.8								
17 Math															3	0.9								
19 Phys Sci			2	6.3	1	3.4									1	0.3								
53 Mech & Eng Tech																								
OTHER																								
05 Bus & Mgmt			1	3.1	3	10.3					1	1.6	1	6.3	3	0.9								
12 Hlth Profess																								
13 Home Ec															4	1.2								
14 Law																								
18 Mil Sci															1	0.3								
49 Interdis Studs																								
EDUCATION																								
08 Educ	13	92.6	22	68.8	11	37.9			21	77.8	40	65.6	12	75.0	180	54.1	2	50.0	5	45.5			9	81.8
No Subj on P.O.^{d}															4	1.2								
Total f & %^{f}	14	0.4	32	0.9	29	0.8	2	0.1	27	0.8	61	1.7	16	0.5	333	9.3	4	0.1	11	0.3	1	0.03	11	0.3

Table continued

Table 19 - continued

11 CCCHE Institutions

Subject	Location																							
	Livingston 47		Luce 48		Macomb 50		Marquette 52		Mason 53		Mecosta 54		Midland 56		Missaukee 57		Monroe 58		Montcalm 59		Muskegon 61		Oakland 63	
	f	$\%^e$	f	$\%^e$	f	$\%^e$	f	$\%^e$	f	$\%^e$	f	$\%^e$	f	$\%^e$	f	$\%^e$	f	$\%^e$	f	$\%^e$	f	$\%^e$	f	$\%^e$
SOCIAL SCIENCES																								
03 Area Studs																					1	0.9	8	2.4
20 Psy			4	57.1	6	4.1	3	27.3	1	14.3											8	7.5	29	8.7
21 Pub Aff & Srvs					17	11.5	1	9.1													5	4.7	16	4.8
22 Soc Sci			3	42.9	12	8.1	5	45.5	2	28.6			2	4.3							20	18.7	39	11.7
55 Pub Srv Rel Tech					1	0.7																		
VERB-LING & HUM																								
06 Comm																								
10 Fine & Appl Arts					1	0.7															6	5.6	5	1.5
11 Foreign Langs																								
15 Letters					8	5.4															10	9.3	28	8.4
16 Lib Sci													1	2.1			1	6.7						
SCI, MATH, & ENG																								
01 Ag & Nat Res					1	0.7																	4	1.2
02 Arch & Envr Des																	1	6.7						
04 Bio Sci	2	22.2			3	2.0							2	4.3							4	3.7	1	0.3
07 Compu & Info Sci																							3	0.9
09 Engin					5	3.4							2	4.3					4	19.0			3	0.9
17 Math					2	1.4							1	2.1									3	0.9
19 Phys Sci							1	9.1					6	12.8							1	0.9	5	1.5
53 Mech & Eng Tech													3	6.4					1	4.8				
OTHER																								
05 Bus & Mgmt											1	10.0	12	25.5							3	2.8	6	1.8
12 Hlth Profess																							3	0.9
13 Home Ec					3	2.0	1	9.1					1	2.1							1	0.9	5	1.5
14 Law																								
18 Mil Sci																								
49 Interdis Studs					2	1.4																	4	1.2
EDUCATION																								
08 Educ	7	77.8			87	58.8	11	50.0	4	57.1	9	90.0	17	36.2	3	100.0	13	86.7	16	76.2	48	44.9	171	51.2
No Subj on P.O.^{d}																							1	0.3
Total f & $\%^f$	9	0.3	7	0.2	148	4.1	22	0.6	7	0.2	10	0.3	47	1.3	3	0.1	15	0.4	21	0.6	107	3.0	334	9.3

Table continued

Table 19 - continued

11 CCCHE Institutions

Subject	Location																							
	Ogemaw 65		Osceola 67		Oscoda 68		Otsego 69		Ottawa 70		Presque Isle 71		Roscommon 72		Saginaw 73		St Clair 74		St Joseph 75		Sanilac 76		Schoolcraft 77	
	f	%^{e}	f	%^{e}	f	%^{e}	f	%^{e}	f	%^{e}	f	%^{e}	f	%^{e}	f	%^{e}	f	%^{e}	f	%^{e}	f	%^{e}	f	%^{e}
SOCIAL SCIENCES																								
03 Area Studs															1	0.6								
20 Psy	1	50.0													8	4.6	1	2.8	1	9.1				
21 Pub Aff & Srvs					1	20.0	1	8.3							9	5.2	4	11.1						
22 Soc Sci							2	16.7							16	9.2	2	5.6	4	36.4	1	4.3	1	100.0
55 Pub Srv Rel Tech							1	8.3																
VERB-LING & HUM																								
06 Comm															1	0.6								
10 Fine & Appl Arts							1	8.3	1	11.1					3	1.7								
11 Foreign Langs																								
15 Letters									1	11.1					1	0.6	1	2.8	1	9.1				
16 Lib Sci			1	20.0											3	1.7								
SCI, MATH, & ENG																								
01 Ag & Nat Res													1	4.8	1	0.6								
02 Arch & Envr Des																								
04 Bio Sci							2	16.7	1	11.1			15	71.4	8	4.6	2	5.6						
07 Compu & Info Sci																								
09 Engin																								
17 Math																								
19 Phys Sci.									1	11.1					1	0.6	1	2.8						
53 Mech & Eng Tech																								
OTHER																								
05 Bus & Mgmt																								
12 Hlth Profess																								
13 Home Ec															8	4.6			1	9.1				
14 Law																								
18 Mil Sci																								
49 Interdis Studs															12	6.9								
EDUCATION																								
08 Educ	1	50.0	4	80.0	4	80.0	5	41.7	5	55.6	2	100.0	5	23.8	100	57.8	24	66.7	4	36.4	22	95.7		
No Subj on P.O.^{d}															1	0.6	1	2.8						
Total f & %^{f}	2	0.1	5	0.1	5	0.1	12	0.3	9	0.3	2	0.1	21	0.6	173	4.8	36	1.0	11	0.3	23	0.6	1	0.03

Table continued

Table 19 - continued

11 CCCHE Institutions

Subject	Location																						Total Activities	
	Shiawassee 78		Tuscola 79		Van Buren 80		Washtenaw 81		Wayne 82		Wexford 83		W/in Mich; Loca not Spec[a] 96		Outside Mich; W/in Country 97		Outside Country 98		No Spec Loca[b] 99		No Loca on P.O.[c]			
	f	%[e]	f	%[e]	f	%[e]	f	%[e]	f	%[e]	f	%[e]	f	%[e]	f	%[e]	f	%[e]	f	%[e]	f	%[e]	f	%[f]
SOCIAL SCIENCES																								
03 Area Studs							1	2.9											2	1.0			16	0.5
20 Psy							2	5.9	43	6.3			1	0.5					10	5.1			195	5.4
21 Pub Aff & Srvs			1	20.0			2	5.9	19	2.8			79	40.9					5	2.6			208	5.8
22 Soc Sci							1	2.9	115	16.9	1	5.3	7	3.6	3	10.3	13	17.8	62	31.6			512	14.3
55 Pub Srv Rel Tech																							4	0.1
VERB-LING & HUM																								
06 Comm									4	0.6			1	0.5	2	6.9			3	1.5			16	0.5
10 Fine & Appl Arts									11	1.6	1	5.3	2	1.0			4	5.5	3	1.5			77	2.2
11 Foreign Langs									2	0.3									5	2.6	2	11.1	19	0.5
15 Letters					1	100.0			110	16.1			1	0.5					27	13.8	6	33.3	302	8.4
16 Lib Sci									12	1.8													31	0.9
SCI, MATH, & ENG																								
01 Ag & Nat Res									1	0.1											1	5.6	18	0.5
02 Arch & Envr Des							2	5.9															3	0.1
04 Bio Sci									3	0.4	2	10.5					3	4.1	11	5.6			90	2.5
07 Compu & Info Sci																							5	0.1
09 Engin									14	2.1									1	0.5			38	1.1
17 Math									1	0.1			1	0.5					10	5.1	8	44.4	39	1.1
19 Phys Sci							2	5.9	43	6.3			1	0.5	18	62.1	1	1.4	2	1.0			53	1.5
53 Mech & Eng Tech									5	0.7													16	0.5
OTHER																								
05 Bus & Mgmt			1	20.0			1	2.9	1	0.1									7	3.6			76	2.1
12 Hlth Profess									8	1.2													13	0.4
13 Home Ec							3	8.8	50	7.3	1	5.3					3	4.1	1	0.5			94	2.6
14 Law									3	0.4													5	0.1
18 Mil Sci																							3	0.1
49 Interdis Studs			1	20.0					19	2.8													38	1.1
EDUCATION																								
08 Educ	14	100.0	2	40.0			22	64.7	258	37.8	13	68.4	99	51.3	6	20.7	47	64.4	47	24.0	1	5.6	1707	47.6
No Subj on P.O.[d]													1	0.5									11	0.3
Total f & %[f]	14	0.4	5	0.1	1	0.03	34	1.0	682	19.0	19	0.5	193	5.4	29	0.8	73	2.0	196	5.5	18	0.5	3589	100.0

[a] Within Michigan, but exact location not specifiable because the activity may have been an interuship, student teaching, etc. located at several places or schools.

[b] No specific location because the activity could take place anywhere, e.g. correspondence.

[c] Incorrect or no location on computer printout.

[d] Incorrect or no subject on computer printout.

[e] Percentage of total column frequency (e.g., in the Allegan county column, a frequency of 1 is 25% of 4).

Interpretation: Of the 4 activities in Allegan county, 25% were Education subject activities.

[f] Frequency and percentage of total activities = 3,589.

Appendix B

Table 2

Location of Subject Categories
(1971-72 Continuing Education Activities = 3,500)
11 CCCHE Institutions

Location[a]	Subject Category					Total Categories
	SOC SCIS	VERB-LING & HUM	SCI, MATH, & ENG	OTHER	EDUC	
01 Alcona					X	1
03 Allegan	X		X		X	3
04 Alpena	X		X		X	3
05 Antrim	X		X			2
06 Arenac				X	X	2
08 Barry			X			1
09 Bay	X	X	X	X	X	5
10 Benzie	X					1
11 Berrien	X	X	X	X	X	5
12 Branch					X	1
13 Calhoun		X		X	X	3
14 Cass	X			X		2
15 Charlevoix	X	X			X	3
16 Cheboygan	X				X	2
17 Chippewa	X	X	X	X	X	5
18 Clare			X			1
21 Delta	X				X	2
22 Dickinson	X	X	X	X	X	5
23 Eaton					X	1
24 Emmet		X			X	2
25 Genesee	X	X	X	X	X	5
26 Gladwin					X	1
28 Grand Traverse	X	X	X	X	X	5
29 Gratiot					X	1
30 Hillsdale				X	X	1
31 Houghton	X	X	X		X	5
32 Huron	X			X	X	2
33 Ingham	X	X	X	X	X	5
35 Iosco	X	X	X		X	5
36 Iron	X					1
37 Isabella	X		X		X	3
38 Jackson	X	X	X	X	X	5
39 Kalamazoo	X	X		X	X	4
41 Kent	X	X	X	X	X	5
42 Keweenaw		X			X	2
44 Lapeer	X		X		X	3
45 Leelanau		X				1
46 Lenawee	X		X		X	3
47 Livingston			X		X	2
48 Luce	X					1
50 Macomb	X	X	X	X	X	5
52 Marquette	X		X	X	X	4

Table continued

Table 2[illegible] - continued

11 CCCHE Institutions

Location[a]	Subject Category SOC SCIS	VERB-LING & HUM	SCI, MATH, & ENG	OTHER	EDUC	Total Categories
53 Mason	X				X	2
54 Mecosta				X	X	2
56 Midland	X	X	X	X	X	5
57 Missaukee					X	1
58 Monroe		X	X		X	3
59 Montcalm			X		X	2
61 Muskegon	X	X	X	X	X	5
63 Oakland	X	X	X	X	X	5
65 Ogemaw	X				X	2
67 Osceola		X			X	2
68 Oscoda	X				X	2
69 Otsego	X	X	X		X	4
70 Ottawa		X	X		X	3
71 Presque Isle					X	1
72 Roscommon			X		X	2
73 Saginaw	X	X	X	X	X	5
74 St. Clair	X	X	X		X	4
75 St. Joseph	X	X			X	3
76 Sanilac	X			X	X	3
77 Schoolcraft	X					1
78 Shiawassee					X	1
79 Tuscola	X			X	X	3
80 Van Buren		X				1
81 Washtenaw	X		X	X	X	4
82 Wayne	X	X	X	X	X	5
83 Wexford	X	X	X	X	X	5
96 Within Mich; Loca Not Spec[b]	X	X	X		X	4
97 Outside Mich; W/in Country	X	X	X		X	4
98 Outside Country	X	X	X	X	X	5
99 No Spec Loca[c]	X	X	X	X	X	5
Total Counties	44	31	35	27	58	--
Total Locations	48	35	39	29	62	--

---

[a] N = 83 counties plus 4 additional locations.

[b] Within Michigan, but exact location not specifiable because the activity may have been an internship, student teaching, etc. located at several places or schools.

[c] No specific location because the activity could take place anywhere, e.g., correspondence.

Appendix B

Table 21

Educational Level Restrictions on Activities
(1971-72 Continuing Education Activities = 3,588)
11 CCCHE Institutions

Institution	Restriction								Total Activities	
	Undergrad		Grad (Open)[a]		Grad (Spec Cond)[b]		NA			
	f	%[c]	f	%[c]	f	%[c]	f	%[c]	f	%[d]
01 Central Mich U	352	53.1	--	--	311	46.9	--	--	663	18.5
02 Eastern Mich U	88	21.8	--	--	313	77.7	2	0.5	403	11.3
04 Grand Valley S C	12	100.0	--	--	--	--	--	--	12	0.3
05 Lake Superior S C	95	100.0	--	--	--	--	--	--	95	2.6
06 Mich State U	193	26.7	445	61.5	85	11.8	--	--	723	20.1
07 Mich Tech U	32	97.0	--	--	1	3.0	--	--	33	0.9
08 Northern Mich U	48	85.7	8	14.3	--	--	--	--	56	1.6
10 Saginaw Valley C	28	100.0	--	--	--	--	--	--	28	0.8
11 U of M - Ann Arbor	29	5.1	--	--	529	92.8	12	2.1	570	15.9
14 Wayne State U	365	55.5	288	43.8	--	--	5	0.3	658	18.3
15 Western Mich U	153	44.1	186	53.6	8	2.3	--	--	347	9.7
Total f & %[d]	1395	38.9	927	25.8	1247	34.8	19	0.5	3588	100.0

[a] Graduate level activity which is usually open to some levels of undergraduates without restriction.

[b] Graduate level activity which is usually available to some levels of undergraduates who meet special conditions.

[c] Frequency and percentage of institution's activities.

[d] Frequency and percentage of total activities = 3,588.

Appendix B

Table 22

Educational Level of Activities
(1971-72 Continuing Education Activities = 3,588)
11 CCCHE Institutions

Institution	Educational Level[a]										Total Activities	
	Fr		Soph		Jr		Sr		Grad			
	f	%[c]	f	%[c]	f	%[c]	f	%[c]	f	%[c]	f	%[b]
01 Central Mich U	293	44.2	293	44.2	661	99.7	387	58.4	311	46.9	663	18.5
02 Eastern Mich U	22	5.5	29	7.2	22	5.5	30	7.4	310	76.9	403	11.2
04 Grand Valley S C	3	25.0	3	25.0	10	83.3	9	75.0	--	--	12	0.3
05 Lake Superior S C	64	67.4	24	25.3	4	4.2	4	4.2	--	--	95	2.6
06 Mich State U	--	--	--	--	36	5.0	227	31.4	529	73.2	723	20.2
07 Mich Tech U	12	36.4	11	33.3	8	24.2	13	39.3	1	3.0	33	0.9
08 Northern Mich U	25	44.6	15	26.8	14	25.0	9	16.1	8	14.3	56	1.6
10 Saginaw Valley C	27	96.4	27	96.4	26	92.9	26	92.9	--	--	28	0.8
11 U of M - Ann Arbor	18	3.2	13	3.2	8	1.4	27	4.7	542	95.1	570	15.9
14 Wayne State U	260	39.5	277	42.1	433	65.8	331	50.3	298	45.3	658	18.3
15 Western Mich U	57	16.4	56	16.1	76	21.9	215	62.0	193	55.6	347	9.7
Total f & %[d]	781	21.8	740	20.6	1298	36.2	1275	35.5	2192	61.1	3588	100.0

[a] Educational levels are not mutually exclusive categories; therefore, frequencies do not add to total activities and percentages do not total 100.

[b] Frequency and percentage of total activities = 3,588.

[c] Frequency and percentage of institution's activities at a given educational level.

[d] Frequency and percentage of total activities at a given educational level.

Table 23

Educational Level Restriction on Subject Matter Activities
(1971-72 Continuing Education Activities = 3,588)
11 CCCHE Institutions

Subject	Restriction on Educational Level								Total Activities	
	Undergrad		Grad (Open)[a]		Grad (Spec Cond)[b]		NA			
	f	%[c]	f	%[c]	f	%[c]	f	%[c]	f	%[d]
SOCIAL SCIENCES										
03 Area Studs	6	0.4	8	0.9	2	0.2	--	--	16	0.5
20 Psy	97	7.0	23	2.5	73	5.9	2	10.5	195	5.4
21 Pub Aff & Srvs	122	8.7	34	3.7	52	4.2	--	--	208	5.8
22 Soc Sci	342	24.5	79	8.5	89	7.1	2	10.5	512	14.3
55 Pub Srv Rel Tech	--	--	4	0.4	--	--	--	--	4	0.1
VERB-LING & HUM										
06 Comm	7	0.5	2	0.2	7	0.6	--	--	16	0.5
10 Fine & Appl Arts	38	2.7	5	0.5	34	2.7	--	--	77	2.2
11 Foreign Langs	11	0.8	1	0.1	7	0.6	--	--	19	0.5
15 Letters	217	15.6	33	3.6	50	4.0	2	10.5	302	8.4
16 Lib Sci	2	0.1	1	0.1	28	2.2	--	--	31	0.9
SCI, MATH, & ENG										
01 Ag & Nat Res	6	0.4	1	0.1	11	0.9	--	--	18	0.5
02 Arch & Envr Des	--	--	--	--	3	0.2	--	--	3	0.1
04 Bio Sci	41	2.9	21	2.3	27	2.2	--	--	89	2.5
07 Compu & Info Sci	2	0.1	3	0.3	--	--	--	--	5	0.1
09 Engin	12	0.9	23	2.5	3	0.9	--	--	38	1.1
17 Math	28	2.0	3	0.2	9	0.7	--	--	39	1.1
19 Phys Sci	25	1.8	17	1.8	11	0.9	--	--	53	1.5
53 Mech & Eng Tech	4	0.3	1	0.1	11	0.9	--	--	16	0.5
OTHER										
05 Bus & Mgmt	54	3.9	18	1.9	4	0.3	--	--	76	2.1
12 Hlth Profess	2	0.1	1	0.1	10	0.8	--	--	13	0.4
13 Home Ec	53	3.8	19	2.0	22	1.8	--	--	94	2.6
14 Law	--	--	--	--	5	0.4	--	--	5	0.1
18 Mil Sci	--	--	--	--	3	0.2	--	--	3	0.1
49 Interdis Studs	34	2.4	4	0.4	--	--	--	--	38	1.1
EDUCATION										
08 Educ	291	20.9	627	67.6	776	62.2	13	68.4	1707	47.6
No Subj on P.O.[e]	1	0.1	--	--	10	0.8	--	--	11	0.3
Total f & %[d]	1395		928	25.8	1247	34.8	19	0.5	3588	100.0

[a] A graduate level activity which is usually open to some levels of undergraduates without restriction.

[b] A graduate level activity which is usually available to some levels of undergraduates who meet special conditions.

[c] Percentage of total column frequency (e.g., in the "Undergrad" column, a frequency of 6 is 0.4% of 1,395).

Interpretation: Of the 1,395 Undergraduate activities, 0.4% are Agriculture Natural Resources subject activities.

[d] Frequency and percentage of total activities = 3,588.

[e] Incorrect or no subject on computer printout.

Appendix B

Table 24

Educational Level of Subject Matter Categories
(1971-72 Continuing Education Activities = 3,588)
11 CCCHE Institutions

Subject	Educational Level[a]										Total Activities[b]	
	Fr		Soph		Jr		Sr		Grad			
	f	%[c]	f	%[c]	f	%[c]	f	%[c]	f	%[c]	f	%
SOCIAL SCIENCES												
03 Area Studs	1	0.1	1	0.1	13	1.0	8	0.6	10	0.5	16	0.5
20 Psy	47	6.0	54	7.2	50	3.9	59	4.6	97	4.4	195	5.4
21 Pub Aff & Srvs	79	10.1	102	13.6	142	10.9	66	5.2	85	3.9	208	5.8
22 Soc Sci	194	24.8	194	24.9	179	13.8	194	15.2	169	7.7	512	14.3
55 Pub Srv Rel Tech	--	--	--	--	--	--	--	--	4	0.2	4	0.1
VERB-LING & HUM												
06 Comm	--	--	--	--	7	0.5	13	1.0	8	0.4	16	0.5
10 Fine & Appl Arts	21	2.7	16	2.1	19	1.5	39	3.1	39	1.8	77	2.2
11 Foreign Langs	10	1.3	5	0.7	7	0.5	5	0.4	8	0.4	19	0.5
15 Letters	150	19.2	97	13.0	94	7.2	59	4.6	84	3.8	302	8.4
16 Lib Sci	3	0.4	--	--	7	0.5	8	0.6	29	1.3	31	0.9
SCI, MATH, & ENG												
01 Ag & Nat Res	--	--	--	--	--	--	7	0.5	11	0.5	18	0.5
02 Arch & Envr Des	--	--	--	--	--	--	--	--	3	0.1	3	0.1
04 Bio Sci	23	2.9	28	3.7	33	2.5	48	3.8	46	2.1	89	2.5
07 Compu & Info Sci	2	0.3	--	--	3	0.2	3	0.2	3	0.1	5	0.1
09 Engin	3	0.4	5	0.7	31	2.4	21	1.6	28	1.3	38	1.1
17 Math	21	2.7	17	2.3	16	1.2	10	0.8	11	0.5	38	1.1
19 Phys Sci	11	1.4	8	1.1	16	1.2	19	1.5	27	1.2	53	1.5
53 Mech & Eng Tech	--	--	--	--	--	--	3	0.2	13	0.6	16	0.5
OTHER												
05 Bus & Mgmt	32	4.1	26	3.5	33	2.5	21	1.6	22	1.0	76	2.1
12 Hlth Profess	--	--	--	--	--	--	1	0.1	10	0.5	13	0.4
13 Home Ec	43	5.5	47	2.1	20	1.5	24	1.9	37	1.7	94	2.6
14 Law	--	--	--	--	--	--	--	--	5	0.2	5	0.1
18 Mil Sci	--	--	--	--	--	--	--	--	3	0.1	3	0.1
49 Interdis Studs	30	3.8	33	4.4	28	2.2	18	1.4	4	0.2	39	1.1
EDUCATION												
08 Educ	111	14.2	115	15.4	599	46.1	647	50.7	1426	65.1	1707	47.6
No Subj on P.O.[e]	--	--	--	--	1	0.1	2	0.2	10	0.5	11	0.3
Total f & %[d]	781	21.8	748	20.9	1298	36.2	1275	35.5	2192	61.1	3588	100.0

[a] Educational levels are not mutually exclusive categories.

[b] Actual observed frequency and percentage of total activities = 3,588.

[c] Frequency and percentage of subject activities at a given educational level.

[d] Frequency and percentage of total activities (3,588) at a given educational level.

[e] Incorrect or no subject on computer printout.

Appendix B

Table 25

Location of Activities by Educational Level
(1971-72 Continuing Education Activities = 3,589)
11 CCCHE Institutions

Educational Level^a	Location Alcona 01		Allegan 03		Alpena 04		Antrim 05		Arenac 06		Barry 08		Bay 09		Benzie 10		Berrien 11		Branch 12		Calhoun 13		Cass 14		Charlevoix 15	
	f	%^{c}	f	%^{c}	f	%^{c}	f	%^{c}	f	%^{c}	f	%^{c}	f	%^{c}	f	%^{c}	f	%^{c}	f	%^{c}	f	%^{c}	f	%^{c}	f	%^{c}
Fr	--	--	2	50.0	--	--	1	33.3	--	--	--	--	33	80.5	--	--	9	8.2	--	--	1	2.1	--	--	--	--
Soph	--	--	2	50.0	--	--	1	33.3	--	--	--	--	33	80.5	--	--	8	7.3	--	--	1	2.1	--	--	--	--
Jr	1	100.0	1	25.0	7	50.0	2	66.7	--	--	--	--	35	85.4	1	100.0	23	20.9	--	--	11	22.9	--	--	7	63.6
Sr	1	100.0	1	25.0	8	57.1	2	66.7	--	--	1	100.0	4	9.8	1	100.0	61	55.5	1	100.0	32	66.7	1	50.0	10	90.9
Grad	1	100.0	2	50.0	14	100.0	2	66.7	2	100.0	1	100.0	8	19.5	1	100.0	61	55.5	1	100.0	38	79.2	2	100.0	7	63.6
Total f & %^{b}	1	0.03	4	0.1	14	0.4	3	0.1	2	0.1	1	0.03	41	1.1	1	0.03	110	3.1	1	0.03	48	1.3	2	0.1	11	0.3

Educational Level^a	Location Cheboygan 16		Chippewa 17		Clare 18		Delta 21		Dickinson 22		Eaton 23		Emmet 24		Genesee 25		Gladwin 26		Grand Traverse 28		Gratiot 29		Hillsdale 30		Houghton 31	
	f	%^{c}	f	%^{c}	f	%^{c}	f	%^{c}	f	%^{c}	f	%^{c}	f	%^{c}	f	%^{c}	f	%^{c}	f	%^{c}	f	%^{c}	f	%^{c}	f	%^{c}
Fr	1	11.1	58	65.9	--	--	--	--	21	47.7	--	--	1	7.7	9	3.4	--	--	1	2.3	--	--	--	--	10	31.3
Soph	1	11.1	23	26.1	--	--	--	--	12	27.3	--	--	1	7.7	4	1.5	--	--	1	2.3	--	--	--	--	11	34.4
Jr	9	100.0	5	5.7	--	--	2	66.7	10	22.7	--	--	5	38.5	8	3.0	4	100.0	10	22.7	7	100.0	--	--	7	21.9
Sr	8	88.9	4	4.5	1	100.0	2	66.7	4	9.1	1	33.3	8	61.5	30	11.4	4	100.0	24	54.5	7	100.0	--	--	9	28.1
Grad	8	88.9	--	--	1	100.0	3	100.0	4	9.1	2	66.7	10	76.9	241	91.3	4	100.0	26	59.1	7	100.0	3	100.0	3	9.4
Total f & %^{b}	9	0.3	88	2.5	1	0.03	3	0.1	44	1.2	3	0.1	13	0.4	264	7.4	4	0.1	44	1.2	7	0.2	3	0.1	32	0.9

Table continued

Table 25 - continued

11 CCCHE Institutions

Educational Level[a]	Location Huron 32 f	%[c]	Ingham 33 f	%[c]	Iosco 35 f	%[c]	Iron 36 f	%[c]	Isabella 37 f	%[c]	Jackson 38 f	%[c]	Kalamazoo 39 f	%[c]	Kent 41 f	%[c]	Keweenaw 42 f	%[c]	Lapeer 44 f	%[c]	Leelanau 45 f	%[c]	Lenawee 46 f	%[c]	Livingston 47 f	%[c]
Fr	1	7.1	--	--	14	48.3	1	50.0	8	29.6	2	3.3	--	--	11	3.3	2	50.0	--	--	--	--	--	--	--	--
Soph	1	7.1	--	--	14	48.3	1	50.0	8	29.6	10	16.4	--	--	12	3.6	--	--	1	9.1	--	--	--	--	2	22.2
Jr	10	71.4	2	6.3	28	96.6	--	--	25	92.6	--	--	--	--	52	15.6	--	--	2	18.2	1	50.0	--	--	--	--
Sr	8	57.1	7	21.9	14	48.3	--	--	19	70.4	10	16.4	13	81.3	131	39.3	--	--	4	36.4	1	50.0	1	9.1	2	22.2
Grad	12	85.7	28	87.5	10	34.5	--	--	19	70.4	41	67.2	16	100.0	243	73.0	2	50.0	5	45.5	--	--	11	100.0	5	55.6
Total f & %[b]	14	0.4	32	0.9	29	0.8	2	0.1	27	0.8	61	1.7	16	0.5	333	9.3	4	0.1	11	0.3	1	0.03	11	0.3	9	0.3

Educational Level[a]	Location Luce 48 f	%[c]	Macomb 50 f	%[c]	Marquette 52 f	%[c]	Mason 53 f	%[c]	Mecosta 54 f	%[c]	Midland 56 f	%[c]	Missaukee 57 f	%[c]	Monroe 58 f	%[c]	Montcalm 59 f	%[c]	Muskegon 61 f	%[c]	Oakland 63 f	%[c]	Ogemaw 65 f	%[c]	Osceola 67 f	%[c]
Fr	6	85.7	6	4.1	3	13.6	1	14.3	--	--	14	29.8	--	--	--	--	4	19.0	23	21.5	31	9.3	--	--	--	--
Soph	1	14.3	20	13.5	2	9.1	1	14.3	--	--	14	29.8	--	--	--	--	4	19.0	23	21.5	53	15.9	--	--	--	--
Jr	--	--	80	54.1	1	4.5	1	14.3	3	30.0	30	63.8	3	100.0	--	--	14	66.7	34	31.8	165	49.4	2	100.0	5	100.0
Sr	--	--	73	49.3	1	4.5	4	57.1	3	30.0	30	63.8	3	100.0	--	--	10	47.6	64	59.8	172	51.5	2	100.0	5	100.0
Grad	--	--	112	75.7	15	68.2	5	71.4	10	100.0	23	48.9	3	100.0	15	100.0	17	81.0	58	54.2	232	69.5	2	100.0	5	100.0
Total f & %[b]	7	0.2	148	4.1	22	0.6	7	0.2	10	0.3	47	1.3	3	0.1	15	0.4	21	0.6	107	3.0	334	9.3	2	0.1	5	0.1

Table continued

Table 25 - continued

11 CCCHE Institutions

Educational Level[a]	Oscoda 68		Otsego 69		Ottawa 70		Presque Isle 71		Roscommon 72		Saginaw 73		St Clair 74		St Joseph 75		Sanilac 76		Schoolcraft 77		Shiawassee 78	
	f	%[c]	f	%[c]	f	%[c]	f	%[c]	f	%[c]	f	%[c]	f	%[c]	f	%[c]	f	%[c]	f	%[c]	f	%[c]
Fr	--	--	5	41.7	1	11.1	--	--	--	--	31	17.9	--	--	1	9.1	--	--	--	--	--	--
Soph	--	--	5	41.7	--	--	--	--	2	9.5	32	18.5	--	--	1	9.1	--	--	--	--	--	--
Jr	--	--	9	75.0	4	44.4	2	100.0	11	52.4	108	62.4	10	27.8	2	18.2	11	47.8	1	100.0	2	14.3
Sr	1	20.0	6	50.0	4	44.4	2	100.0	11	52.4	111	64.2	13	36.1	8	72.7	11	47.8	1	100.0	3	21.4
Grad	5	100.0	6	50.0	4	44.4	2	100.0	19	90.5	124	71.7	31	86.1	8	72.7	18	78.3	1	100.0	13	92.9
Total f & %[b]	5	0.1	12	0.3	9	0.3	2	0.1	21	0.6	173	4.8	36	1.0	11	0.3	23	0.6	1	0.03	14	0.4

Educational Level[a]	Tuscola 79		Van Buren 80		Washtenaw 81		Wayne 82		Wexford 83		W/in Mich; Loca not Spec[e] 96		Outside Mich; W/in Country 97		Outside Country 98		No Spec Loca[f] 99		No Loca on P.O.[g]		Total Activities	
	f	%[c]	f	%[c]	f	%[c]	f	%[c]	f	%[c]	f	%[c]	f	%[c]	f	%[c]	f	%[c]	f	%[c]	f	%[d]
Fr	1	20.0	--	--	1	2.9	222	32.6	4	21.1	119	61.7	3	10.3	2	2.7	113	57.7	4	22.2	781	21.8
Soph	--	--	--	--	1	2.9	201	29.5	4	21.1	119	61.7	3	10.3	3	4.1	108	55.1	4	22.2	748	20.9
Jr	2	40.0	--	--	1	2.9	160	23.5	19	100.0	154	79.8	14	48.3	53	72.6	113	57.7	9	50.0	1298	36.2
Sr	2	40.0	1	100.0	2	5.9	121	17.7	16	84.2	37	19.2	12	41.4	61	83.6	42	21.4	6	33.3	1275	35.5
Grad	4	80.0	1	100.0	31	91.2	396	58.1	11	57.9	68	35.2	22	75.9	63	86.3	13	6.6	12	66.7	2192	61.1
Total f & %[b]	5	0.1	1	0.03	34	1.0	682	19.0	19	0.5	193	5.4	29	0.8	73	2.0	196	5.5	18	0.5	3588	---

[a] Educational levels are not mutually exclusive categories.

[b] Actual observed frequency and percentage of activities in a given location (of the total activities = 3,588).

[c] Percentage of total column frequency (e.g., in the Allegan county column, a frequency of 2 is 50% of 4).

Interpretation: Of the 4 activities located in Allegan county, 50% were Freshman level activities.

[d] Frequency and percentage of activities at a given educational level.

[e] Within Michigan, but exact location not specifiable because the activity may have been an internship, student teaching, etc. located at several places or schools.

[f] No specific location because the activity could take place anywhere, e.g. correspondence.

[g] Incorrect or no location on computer printout.

Appendix B

Table 26

On- and Off-Campus Location of Activities
(1971-72 Continuing Education Activities = 3,588)
11 CCCHE Institutions

Institution	On- or Off-Campus								Total Activities	
	On		Off (Spec Loca)[a]		Off (Non-Spec)[b]		NA			
	f	%[c]	f	%[c]	f	%[c]	f	%[c]	f	%[c]
01 Central Mich U	5	0.8	577	87.0	81	12.2	--	--	663	18.5
02 Eastern Mich U	3	0.7	357	88.6	43	10.7	--	--	403	11.2
04 Grand Valley S C	3	25.0	9	75.0	--	--	--	--	12	0.3
05 Lake Superior S C	59	62.1	36	37.9	--	--	--	--	95	2.6
06 Mich State U	18	2.5	702	97.1	1	0.1	2	0.2	723	20.2
07 Mich Tech U	25	75.8	8	24.2	--	--	--	--	33	0.9
08 Northern Mich U	--	--	54	96.4	2	3.6	--	--	56	1.6
10 Saginaw Valley C	24	85.7	4	14.3	--	--	--	--	28	0.8
11 U of M - Ann Arbor	48	8.4	495	86.8	27	4.7	--	--	570	15.9
14 Wayne State U	42	6.4	612	93.0	3	0.5	1	0.2	658	18.3
15 Western Mich U	--	--	300	86.5	47	13.5	--	--	347	9.7
Total f & %[d]	227	6.3	3154	87.9	204	5.7	3	0.1	3588	100.0

[a] Off-campus from one of the sponsoring CCCHE institutions and in a specific location such as an extension center, high school, or the campus of a non-CCCHE institution.

[b] Off-campus in a non-specific location (i.e., activity could take place anywhere because correspondence or similar activity).

[c] Frequency and percentage of institution's activities.

[d] Frequency and percentage of total activities = 3,588.

Table 27

On- and Off-Campus Location of Subject Matter Activities
(1971-72 Continuing Education Activities = 3,588)
11 CCCHE Institutions

Subject	On- or Off-Campus								Total Activities	
	On		Off (Spec Cand)[a]		Off (Non-Spec)[b]		NA			
	f	%[d]	f	%[d]	f	%[d]	f	%[d]	f	%[c]
SOCIAL SCIENCES										
03 Area Studs	--	--	13	0.4	3	1.5	--	--	16	0.5
20 Psy	7	3.1	178	5.6	10	4.9	--	--	195	5.4
21 Pub Aff & Srvs	7	3.1	196	6.2	5	2.5	--	--	208	5.8
22 Soc Sci	37	16.3	412	13.1	63	30.9	--	--	512	14.3
55 Pub Srv Rel Tech	--	--	3	0.1	--	--	1	33.3	4	0.1
VERB-LING & HUM										
06 Comm	1	0.4	12	0.4	3	1.5	--	--	16	0.5
10 Fine & Appl Arts	4	1.8	70	2.2	3	1.5	--	--	77	2.2
11 Foreign Langs	5	2.2	9	0.3	5	2.5	--	--	19	0.5
15 Letters	32	14.1	241	7.6	28	13.7	1	33.3	302	8.4
16 Lib Sci	8	3.5	21	0.7	2	1.0	--	--	31	0.9
SCI, MATH, & ENG										
01 Ag & Nat Res	--	--	17	0.5	--	--	1	33.3	18	0.5
02 Arch & Envr Des	--	--	3	0.1	--	--	--	--	3	0.1
04 Bio Sci	6	2.6	72	2.3	11	5.4	--	--	89	2.5
07 Compu & Info Sci	2	0.9	3	0.1	--	--	--	--	5	0.1
09 Engin	1	0.4	34	1.1	3	1.5	--	--	38	1.1
17 Math	10	4.4	19	0.6	10	4.9	--	--	39	1.1
19 Phys Sci	1	0.4	50	1.6	2	1.0	--	--	53	1.5
53 Mech & Eng Tech	2	0.8	14	0.4	--	--	--	--	16	0.5
OTHER										
05 Bus & Mgmt	13	5.7	56	1.8	7	3.4	--	--	76	2.1
12 Hlth Profess	--	--	13	0.4	--	--	--	--	13	0.4
13 Home Ec	26	11.5	67	2.1	1	0.5	--	--	94	2.6
14 Law	--	--	5	0.2	--	--	--	--	5	0.1
18 Mil Sci	--	--	3	0.1	--	--	--	--	3	0.1
49 Interdis Studs	13	5.7	25	0.8	--	--	--	--	38	1.1
EDUCATION										
08 Educ	52	22.9	1608	51.0	47	23.0	--	--	1707	47.6
No Subj on P.O.[e]	--	--	10	0.3	1	0.5	--	--	11	0.3
Total f & %[c]	227	6.3	3154	87.9	204	5.7	3	0.1	3588	100.0

[a] Off-campus from one of the sponsoring CCCHE institutions and in a specific location such as an extension center, high school, or the campus of a non-CCCHE institution.

[b] Off-campus in a non-specific location (e.g., activity could take place anywhere because correspondence or similar activity.

[c] Percentage of total activities = 3,588.

[d] Percentage of total column frequency (e.g., in the "On" column, a frequency of 6 is 2.6% of 227).
Interpretation: Of the 227 On-Campus activities, 2.6% were Biological Sciences subject activities.

[e] Incorrect or no subject on computer printout.

Appendix B

Table 28

Location of On- and Off-Campus Activities
(1971-72 Continuing Education Activities = 3,588
11 CCCHE Institutions

On-Off Campus	Location																									
	Alcona 01		Allegan 03		Alpena 04		Antrim 05		Arenac 06		Barry 08		Bay 09		Benzie 10		Berrien 11		Branch 12		Calhoun 13		Cass 14		Charlevoix 15	
	f	%[f]	f	%[f]	f	%[f]	f	%[f]	f	%[f]	f	%[f]	f	%[f]	f	%[f]	f	%[f]	f	%[f]	f	%[f]	f	%[f]	f	%[f]
On	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	3	6.3	--	--	--	--
Off - specific[a]	1	100.0	4	100.0	14	100.0	3	100.0	2	100.0	1	100.0	40	97.6	1	100.0	110	100.0	1	100.0	45	93.8	2	100.0	11	100.0
Off - anywhere[b]	--	--	--	--	--	--	--	--	--	--	--	--	1	2.4	--	--	--	--	--	--	--	--	--	--	--	--
NA	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Total f & %[g]	1	0.03	4	0.1	14	0.4	3	0.1	2	0.1	1	0.03	41	1.1	1	0.03	110	3.1	1	0.03	48	1.3	2	0.1	11	0.3

On-Off Campus	Location																									
	Cheboygan 16		Chippewa 17		Clare 18		Delta 21		Dickinson 22		Eaton 23		Emmet 24		Genesee 25		Gladwin 26		Grand Traverse 28		Gratiot 29		Hillsdale 30		Houghton 31	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
On	--	--	59	67.0	--	--	1	33.3	--	--	--	--	1	7.7	13	4.9	--	--	--	--	--	--	--	--	26	71.9
Off - specific[a]	9	100.0	29	33.0	1	100.0	2	66.7	44	100.0	3	100.0	12	92.3	251	95.1	4	100.0	44	100.0	7	100.0	3	100.0	6	18.6
Off - anywhere[b]	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
NA	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Total f & %[g]	9	0.3	88	2.5	1	0.03	3	0.1	44	1.2	3	0.1	13	0.4	264	7.4	4	0.1	44	1.2	7	0.2	3	0.1	32	0.9

Table continued

Table 28 - continued

11 CCCHE Institutions

On-Off Campus	Location																									
	Huron 32		Ingham 33		Iosco 35		Iron 36		Isabella 37		Jackson 38		Kalamazoo 39		Kent 41		Keweenaw 42		Lapeer 44		Leelanau 45		Lenawee 46		Livingston 47	
	f	%^{f}	f	%^{f}	f	%^{f}	f	%^{f}	f	%^{f}	f	%^{f}	f	%^{f}	f	%^{f}	f	%^{f}	f	%^{f}	f	%^{f}	f	%^{f}	f	%^{f}
On	--	--	1	3.1	--	--	--	--	--	--	1	1.6	--	--	7	2.1	2	50.0	--	--	--	--	--	--	--	--
Off - specific^a	14	100.0	31	96.9	29	100.0	2	100.0	27	100.0	60	98.4	16	100.0	322	96.7	2	50.0	10	90.0	1	100.0	11	100.0	9	100.0
Off - anywhere^b	--	--	--	--	--	--	--	--	--	--	--	--	--	--	3	0.9	--	--	--	--	--	--	--	--	--	--
NA	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	0.3	--	--	1	9.1	--	--	--	--	--	--
Total f & %^{g}	14	0.4	32	0.9	29	0.8	2	0.1	27	0.8	61	1.7	16	0.5	333	9.3	4	0.1	11	0.3	1	0.03	11	0.3	9	0.3

On-Off Campus	Location																									
	Luce 48		Macomb 50		Marquette 52		Mason 53		Mecosta 54		Midland 56		Missaukee 57		Monroe 58		Montcalm 59		Muskegon 61		Oakland 63		Ogemaw 65		Osceola 67	
	f	%^{f}	f	%^{f}	f	%^{f}	f	%^{f}	f	%^{f}	f	%^{f}	f	%^{f}	f	%^{f}	f	%^{f}	f	%^{f}	f	%^{f}	f	%^{f}	f	%^{f}
On	--	--	1	0.7	1	4.5	--	--	1	10.0	--	--	--	--	1	6.7	--	--	--	--	7	2.1	--	--	--	--
Off - specific^a	7	100.0	147	99.3	21	95.5	7	100.0	9	90.0	47	100.0	3	100.0	14	93.3	21	100.0	107	100.0	326	97.6	2	100.0	5	100.0
Off - anywhere^b	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	0.3	--	--	--	--
NA	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Total f & %^{g}	7	0.2	148	4.1	22	0.6	7	0.2	10	0.3	47	1.3	3	0.1	15	0.4	21	0.6	107	3.0	334	9.3	2	0.1	5	0.1

Table continued

Table 28 - continued

11 CCCHE Institutions

On-Off Campus	Location Oscoda 68 f	$\%^f$	Otsego 69 f	$\%^f$	Ottawa 70 f	$\%^f$	Presque Isle 71 f	$\%^f$	Roscommon 72 f	$\%^f$	Saginaw 73 f	$\%^f$	St Clair 74 f	$\%^f$	St Joseph 75 f	$\%^f$	Sanilac 76 f	$\%^f$	Schoolcraft 77 f	$\%^f$	Shiawassee 78 f	$\%^f$
On	--	--	--	--	4	44.4	--	--	--	--	25	14.5	--	--	--	--	--	--	--	--	--	--
Off - specific[a]	5	100.0	12	100.0	5	55.6	2	100.0	21	100.0	148	85.5	36	100.0	11	100.0	23	100.0	1	100.0	14	100.0
Off - anywhere[b]	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
NA	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Total f & $\%^g$	5	0.1	12	0.3	9	0.3	2	0.1	21	0.6	173	4.8	36	1.0	11	0.3	23	0.6	1	0.03	14	0.4

On-Off Campus	Location Tuscola 79 f	$\%^f$	Van Buren 80 f	$\%^f$	Washtenaw 81 f	$\%^f$	Wayne 82 f	$\%^f$	Wexford 83 f	$\%^f$	W/in Mich; Loca not Spec[c] 96 f	$\%^f$	Outside Mich; W/in Country 97 f	$\%^f$	Outside Country 98 f	$\%^f$	No Spec Loca[d] 99 f	$\%^f$	No Loca on P.O.[e] f	$\%^f$	Total Activities f	$\%^g$
On	--	--	--	--	13	35.3	48	7.0	--	--	--	--	--	--	--	--	--	--	13	72.2	227	6.3
Off - specific[a]	5	100.0	1	100.0	21	61.8	631	92.5	19	100.0	192	99.5	29	100.0	73	100.0	--	--	5	27.8	3154	87.9
Off - anywhere[b]	--	--	--	--	--	--	2	0.3	--	--	1	0.5	--	--	--	--	196	100.0	--	--	204	5.7
NA	--	--	--	--	--	--	1	0.1	--	--	--	--	--	--	--	--	--	--	--	--	3	0.1
Total f & $\%^g$	5	0.1	1	0.03	34	1.0	682	19.0	19	0.5	193	5.4	29	0.8	73	2.0	196	5.5	18	0.5	3588	100.0

[a] Off-campus from one of the sponsoring CCCHE institutions and in a specific center, school, or the campus of a non-CCCHE institution.

[b] Off-campus and in a non-specific location (e.g., the activity could take place anywhere because correspondence or similar activity).

[c] Within Michigan, but exact location not specifiable because the activity may have been an internship, or student teaching, or similar activity located at several places or schools.

[d] No specific location because the activity could take place anywhere, e.g. independent study.

[e] Incorrect or no location on computer printout.

[f] Percentage of total column frequency (e.g., in the Bay county column, a frequency of 40 is 97.6% of 41). Interpretation: Of the 41 Bay county activities, 97.6% were Off-Campus in a specific location.

[g] Frequency and percentage of total activities = 3,588.

Appendix B

Table 29

Type of Term Credits Offered for the Activities
(1971-72 Continuing Education Activities = 3,588)
11 CCCHE Institutions

Institution	Type of Credits						Total Activities	
	Quarter		Semester		NA			
	f	%[a]	f	%[a]	f	%[a]	f	%[b]
01 Central Mich U	9	1.4	654	98.6	--	--	663	18.5
02 Eastern Mich U	--	--	403	100.0	--	--	403	11.2
04 Grand Valley S C	12	100.0	--	--	--	--	12	0.3
05 Lake Superior S C	95	100.0	--	--	--	--	95	2.6
06 Mich State U	722	99.9	1	0.1	--	--	723	20.2
07 Mich Tech U	33	100.0	--	--	--	--	33	0.9
08 Northern Mich U	--	--	56	100.0	--	--	56	1.6
10 Saginaw Valley C	--	--	28	100.0	--	--	28	0.8
11 U of M - Ann Arbor	--	--	558	97.9	12	2.1	570	15.9
14 Wayne State U	657	99.8	1	0.2	--	--	658	18.3
15 Western Mich U	--	--	347	100.0	--	--	347	9.7
Total f & %[b]	1528	42.6	2048	57.1	12	0.3	3588	100.0

[a] Frequency and percentage of institution's activities.

[b] Frequency and percentage of total activities = 3,588.

Table 30

Number of Credits Given for the Activities
(1971-72 Continuing Education Activities = 3,589)
11 CCCHE Institutions

Institution	Number of Credits 01 f	01 %[b]	02 f	02 %[b]	03 f	03 %[b]	04 f	04 %[b]	05 f	05 %[b]	06 f	06 %[b]	07,08,09 f	07,08,09 %[b]	20 f	20 %[b]	33,42,43 44,63 f	33,42,43 44,63 %[b]	Variable[a] f	Variable[a] %[b]	NA f	NA %[b]	Total Activities f	Total Activities %[c]
01 Central Mich U	89	13.4	178	26.8	311	46.9	46	6.9	27	4.1	1	0.2	1	0.2	--	--	1	0.2	--	--	9	1.4	663	18.5
02 Eastern Mich U	11	2.7	321	79.5	57	14.1	12	3.0	--	--	3	0.7	--	--	--	--	--	--	--	--	--	--	404	11.3
04 Grand Valley S C	--	--	--	--	--	--	--	--	8	66.7	2	16.7	--	--	--	--	--	--	2	16.7	--	--	12	0.3
05 Lake Superior S C	3	3.2	2	2.1	63	66.3	27	28.4	--	--	--	--	--	--	--	--	--	--	--	--	--	--	95	2.6
06 Mich State U	6	0.8	15	2.1	640	88.5	16	2.2	--	--	23	3.2	--	--	--	--	--	--	23	3.2	--	--	723	20.1
07 Mich Tech U	--	--	4	12.1	24	72.7	4	12.1	--	--	--	--	1	3.0	--	--	--	--	--	--	--	--	33	0.9
08 Northern Mich U	--	--	--	--	3	5.4	53	94.6	--	--	--	--	--	--	--	--	--	--	--	--	--	--	56	1.6
10 Saginaw Valley C	26	92.9	--	--	1	3.6	1	3.6	--	--	--	--	--	--	--	--	--	--	--	--	--	--	28	0.8
11 U of M - Ann Arbor	4	0.7	503	88.2	31	5.4	20	3.5	--	--	--	--	--	--	9	1.6	3	0.5	--	--	--	--	570	15.9
14 Wayne State U	7	1.1	19	2.9	75	11.4	513	78.0	16	2.4	8	1.2	5	0.8	--	--	1	0.2	11	1.7	3	0.5	658	18.3
15 Western Mich U	--	--	88	25.4	192	55.3	65	18.7	2	0.6	--	--	--	--	--	--	--	--	--	--	--	--	347	9.7
Total f & %[c]	146	4.1	1130	31.5	1397	38.9	757	21.1	53	1.5	37	1.0	7	0.2	9	0.3	5	0.1	36	1.0	12	0.3	3589	100.0

[a] Credit given was variable.

[b] Frequency and percentage of institution's activities.

[c] Frequency and percentage of total activities = 3,589.

Table 31

Number of Credits Offered for the Subject Matter Activities
(1971-72 Continuing Education Activities = 3,589)
11 CCCHE Institutions

Subject	Number of Credits																						Total Activities	
	01		02		03		04		05		06		07,08,09		20		32,42,43 44,63		Variable[a]		NA			
	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[c]
SOCIAL SCIENCES																								
03 Area Studs	--	--	2	0.2	--	--	14	1.8	--	--	--	--	--	--	--	--	--	--	--	--	--	--	16	0.5
20 Psy	--	--	67	6.1	75	5.4	50	6.6	3	5.7	--	--	--	--	--	--	--	--	--	--	--	--	195	5.4
21 Pub Aff & Srvs	22	15.1	55	4.9	59	4.2	53	7.0	--	--	18	48.6	--	--	--	--	--	--	1	2.8	--	--	208	5.8
22 Soc Sci	12	8.2	84	7.6	238	17.0	158	20.9	18	33.9	--	--	1	14.3	--	--	--	--	1	2.8	1	8.3	512	14.3
55 Pub Srv Rel Tech	--	--	--	--	4	0.3	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	4	0.1
VERB-LING & HUM																								
06 Comm	--	--	4	0.4	5	0.4	6	0.8	1	1.9	--	--	--	--	--	--	--	--	--	--	--	--	16	0.5
10 Fine & Appl Arts	--	--	28	2.5	35	2.5	7	0.9	--	--	--	--	1	14.3	--	--	--	--	2	5.6	--	--	77	2.2
11 Foreign Langs	--	--	4	0.4	1	0.1	10	1.3	--	--	--	--	--	--	--	--	--	--	2	5.6	2	16.7	19	0.5
15 Letters	2	1.4	47	4.3	95	6.8	150	19.8	1	1.9	--	--	--	--	--	--	1	20.0	--	--	6	50.0	302	8.4
16 Lib Sci	--	--	9	0.8	20	1.4	2	0.3	--	--	--	--	--	--	--	--	--	--	--	--	--	--	31	0.9
SCI, MATH, & ENG																								
01 Ag & Nat Res	--	--	11	0.9	--	--	1	0.1	--	--	--	--	--	--	--	--	--	--	6	16.7	--	--	18	0.5
02 Arch & Envr Des	--	--	3	0.3	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	3	0.1
04 Bio Sci	18	12.3	21	1.9	45	3.2	4	0.5	--	--	1	2.7	1	14.3	--	--	--	--	--	--	--	--	90	2.5
07 Compu & Info Sci	--	--	2	0.2	--	--	3	0.4	--	--	--	--	--	--	--	--	--	--	--	--	--	--	5	0.1
09 Engin	4	2.7	1	0.1	17	1.2	15	1.9	--	--	--	--	1	14.3	--	--	--	--	--	--	--	--	38	1.1
17 Math	2	1.4	16	1.5	11	0.8	10	1.3	--	--	--	--	--	--	--	--	--	--	--	--	--	--	39	1.1
19 Phys Sci	--	--	9	0.8	32	2.3	10	1.5	--	--	1	2.7	--	--	--	--	--	--	1	2.8	--	--	53	1.5
53 Mech & Eng Tech	1	0.7	5	0.5	9	0.6	1	0.1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	16	0.5
OTHER																								
05 Bus & Mgmt	--	--	1	0.1	52	3.7	23	3.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--	76	2.1
12 Hlth Profess	--	--	9	0.8	3	0.2	1	0.1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	13	0.4
13 Home Ec	8	5.5	22	1.9	25	1.8	39	5.2	--	--	--	--	--	--	--	--	--	--	--	--	--	--	94	2.6
14 Law	--	--	5	0.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	5	0.1
18 Mil Sci	--	--	3	0.3	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	3	0.1
49 Interdis Studs	12	8.2	1	0.1	--	--	25	3.3	--	--	--	--	--	--	--	--	--	--	--	--	--	--	38	1.1
EDUCATION																								
08 Educ	65	44.5	716	64.9	661	47.3	175	23.1	30	56.6	17	45.9	3	42.9	9	100.0	4	80.0	23	63.9	4	33.3	1707	47.6
No Subj on P.O.[d]	--	--	1	0.1	10	0.7	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	11	0.3
Total f & %[c]	146	4.1	1130	31.5	1397	38.9	757	21.1	53	1.5	37	1.0	7	0.2	9	0.3	5	0.1	36	1.0	12	0.3	3589	100.0

[a] Credit given was variable.

[b] Percentage of total column frequency (e.g., in the 01 credit column, a frequency of 18 is 12.3% of 146).
Interpretation: Of the 146 activities offered for 1 credit each, 12.3% were Biological Sciences subject activities.

[c] Frequency and percentage of total activities = 3,589.

[d] Incorrect or no subject on computer printout.

Table 32

Primary Instructional Technique Used to Deliver the Activities
(1971-72 Continuing Education Activities
11 CCCHE Institutions

Institution	Instructional Technique[a]																		Total Activities	
	Course 01		Field Study, Wrksp, Insti, Conf 02		Corresp 03		Indep Study 04		Closed Circ or Brdcast TV 06, 08		Lrng Pkg 10		Wrk-Study, Internsp 11		Travel-Study 12		NA			
	f	%[c]	f	%[c]	f	%[c]	f	%[c]	f	%[c]	f	%[c]	f	%[c]	f	%[c]	f	%[c]	f	%[c]
01 Central Mich U	515	77.7	--	--	84	12.7	43	6.5	--	--	--	--	--	--	21	3.2	--	--	663	18.5
02 Eastern Mich U	340	84.2	--	--	43	10.6	1	0.2	--	--	--	--	--	--	20	5.0	--	--	404	11.3
04 Grand Valley S C	10	83.3	--	--	--	--	--	--	--	--	--	--	--	--	2	16.7	--	--	12	0.3
05 Lake Superior S C	94	98.9	--	--	--	--	1	1.1	--	--	--	--	--	--	--	--	--	--	95	2.6
06 Mich State U	640	88.5	45	6.2	2	0.3	17	2.4	3[b]	0.4	2	0.3	11	1.5	--	--	3	0.4	723	20.1
07 Mich Tech U	33	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	33	0.9
08 Northern Mich U	54	96.4	--	--	--	--	2	3.6	--	--	--	--	--	--	--	--	--	--	56	1.6
10 Saginaw Valley C	25	89.3	3	10.7	--	--	--	--	--	--	--	--	--	--	--	--	--	--	28	0.8
11 U of M - Ann Arbor	532	93.3	2	0.4	24	4.2	--	--	--	--	--	--	--	--	9	1.6	3	0.5	570	15.9
14 Wayne State U	614	93.3	18	2.7	--	--	10	1.5	--	--	--	--	11	1.7	5	0.8	--	--	658	18.3
15 Western Mich U	299	86.2	--	--	47	13.5	1	0.3	--	--	--	--	--	--	--	--	--	--	347	9.7
Total f & %[d]	3156	87.9	68	1.9	200	5.6	75	2.1	3	0.1	2	0.1	22	0.6	57	1.6	6	0.2	3589	100.0

[a] Credit by Exam, Closed Circuit Audio, and Broadcast Radio were not utilized as instructional techniques.

[b] Closed Circuit TV = 2 and Broadcast TV = 1.

[c] Frequency and percentage of institution's activities.

[d] Frequency and percentage of total activities = 3,589.

Appendix B

Table 33

Primary Instructional Technique Used to Deliver the Subject Matter Activities
(1971-72 Continuing Education Activities = 3,589)
11 CCCHE Institutions

Subject	Instructional Technique: Course 01		Field Study, Wrksp, Insti, Conf 02		Corresp 03		Indep Study 04		Closed Circ or Brdcast TV 06, 08		Lrng Pkg 10		Wrk-Study, Internsp 11		Travel-Study 12		NA		Total Activities	
	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[c]
SOCIAL SCIENCES																				
03 Area Studs	10	0.3	--	--	2	1.0	4	5.3	--	--	--	--	--	--	--	--	--	--	16	0.5
20 Psy	184	5.8	1	1.5	10	5.0	--	--	--	--	--	--	--	--	--	--	--	--	195	5.4
21 Pub Aff & Srvs	168	5.3	19	27.9	5	2.5	8	10.7	--	--	--	--	1	4.5	6	10.5	1	16.7	208	5.8
22 Soc Sci	427	13.5	--	--	62	31.0	10	13.3	--	--	--	--	--	--	13	22.8	--	--	512	14.3
55 Pub Srv Rel Tech	4	0.1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	4	0.1
VERB-LING & HUM																				
06 Comm	10	0.3	--	--	3	1.5	1	1.3	--	--	--	--	--	--	2	3.5	--	--	16	0.5
10 Fine & Appl Arts	59	1.9	9	13.2	3	1.5	2	2.7	--	--	--	--	--	--	4	7.0	--	--	77	2.2
11 Foreign Langs	10	0.3	--	--	7	3.5	--	--	--	--	--	--	--	--	2	3.5	--	--	19	0.5
15 Letters	268	8.5	--	--	28	14.0	2	2.7	3[a]	100.0	--	--	--	--	--	--	1	16.7	302	8.4
16 Lib Sci	31	1.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	31	0.9
SCI, MATH, & ENG																				
01 Ag & Nat Res	18	0.6	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	18	0.5
02 Arch & Envr Des	3	0.1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	3	0.1
04 Bio Sci	76	2.4	--	--	11	5.5	--	--	--	--	--	--	--	--	3	5.3	--	--	90	2.5
07 Compu & Info Sci	5	0.2	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	5	0.1
09 Engin	28	0.9	--	--	3	1.5	4	5.3	--	--	--	--	3	13.6	--	--	--	--	38	1.1
17 Math	28	0.9	--	--	10	5.0	1	1.3	--	--	--	--	--	--	--	--	--	--	39	1.1
19 Phys Sci	49	1.6	--	--	2	1.0	1	1.3	--	--	--	--	--	--	1	1.8	--	--	53	1.5
53 Mech & Eng Tech	16	0.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	16	0.5
OTHER																				
05 Bus & Mgmt	59	1.9	9	13.2	7	3.5	1	1.3	--	--	--	--	--	--	--	--	--	--	76	2.1
12 Hlth Profess	13	0.4	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	13	0.4
13 Home Ec	88	2.8	1	1.5	1	0.5	--	--	--	--	--	--	3	13.6	1	1.8	--	--	94	2.6
14 Law	5	0.2	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	5	0.1
18 Mil Sci	3	0.1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	3	0.1
49 Interdis Studs	35	1.1	3	4.4	--	--	--	--	--	--	--	--	--	--	--	--	--	--	38	1.1
EDUCATION																				
08 Educ	1549	49.1	26	38.2	46	23.0	40	53.3	--	--	2	100.0	15	68.2	25	43.9	4	66.7	1707	47.6
No Subj on P.O.[d]	10	0.3	--	--	--	--	1	1.3	--	--	--	--	--	--	--	--	--	--	11	0.3
Total f & %[c]	3156	87.9	68	1.9	200	5.6	75	2.1	3	0.1	2	0.1	22	0.6	57	1.6	6	0.2	3589	100.0

[a] Closed Circuit TV = 2 and Broadcast TV = 1.

[b] Percentage of total column frequency (e.g., in the "Course" column, a frequency of 18 is 0.6% of 3,156).

Interpretation: Of the 3,156 activities delivered by the "Course" technique, 0.6% were Agriculture and Natural Resources subject activities.

[c] Frequency and percentage of total activities = 3,589.

[d] Incorrect or no subject on computer printout.

Table 34

Beginning Month of Activities
(1971-72 Continuing Education Activities = 3,589)
11 CCCHE Institutions

Institution	Beginning Month															
	Jan		Feb		Mar		Apr		May		Jun		Jul		Aug	
	f	%^{b}	f	%^{b}	f	%^{b}	f	%	f	%^{b}	f	%^{b}	f	%^{b}	f	%^{b}
01 Central Mich U	214	32.3	--	--	--	--	--	--	--	--	227	34.2	--	--	--	--
02 Eastern Mich U	140	34.7	1	0.2	--	--	--	--	41	10.1	34	8.4	--	--	22	5.4
04 Grand Valley S C	1	8.3	--	--	--	--	2	16.7	--	--	5	41.7	--	--	--	--
05 Lake Superior S C	25	26.3	--	--	--	--	17	17.9	--	--	18	18.9	6	6.3	--	--
06 Mich State U	144	19.9	--	--	198	27.4	--	--	--	--	208	28.8	6	0.8	--	--
07 Mich Tech U	5	15.2	1	3.0	1	3.0	10	30.3	--	--	5	15.2	2	2.1	1	3.0
08 Northern Mich U	--	--	20	35.7	--	--	--	--	--	--	12	21.4	--	--	--	--
10 Saginaw Valley C	17	60.7	--	--	--	--	--	--	--	--	--	--	--	--	--	--
11 U of M - Ann Arbor	187	32.8	20	3.5	1	0.2	2	0.4	64	11.2	44	7.7	2	0.4	8	1.4
14 Wayne State U	206	31.3	--	--	--	--	177	26.9	--	--	63	9.6	--	--	--	--
15 Western Mich U	64	18.4	--	--	--	--	--	--	68	19.6	64	18.4	--	--	104	30.0
Total f & %^{c}	1003	28.0	42	1.2	200	5.6	208	5.8	173	4.8	680	19.0	16	0.5	135	3.8

Institution	Beginning Month												Total Activities	
	Sep		Oct		Nov		Dec		Any.^{a}		NA			
	f	%^{b}	f	%^{b}	f	%^{b}	f	%^{b}	f	%^{b}	f	%^{b}	f	%^{c}
01 Central Mich U	131	19.8	--	--	1	0.2	--	--	80	12.1	10	1.6	663	18.5
02 Eastern Mich U	123	30.4	--	--	--	--	--	--	43	10.6	--	--	404	11.3
04 Grand Valley C	4	33.3	--	--	--	--	--	--	--	--	--	--	12	0.3
05 Lake Superior S C	29	30.5	--	--	--	--	--	--	--	--	--	--	95	2.6
06 Mich State U	167	23.1	--	--	--	--	--	--	--	--	--	--	723	20.1
07 Mich Tech U	7	21.2	--	--	--	--	1	3.0	--	--	--	--	33	0.9
08 Northern Mich U	22	39.3	--	--	--	--	--	--	2	3.6	--	--	56	1.6
10 Saginaw Valley C	11	39.3	--	--	--	--	--	--	--	--	--	--	28	0.8
11 U of M - Ann Arbor	202	35.4	2	0.4	1	0.2	1	0.2	24	4.2	12	2.1	570	15.9
14 Wayne State U	211	32.1	--	--	--	--	--	--	--	--	1	0.2	658	18.3
15 Western Mich U	--	--	--	--	--	--	--	--	47	13.5	--	--	347	9.7
Total f & %^{c}	907	25.3	2	0.1	2	0.1	2	0.1	196	5.5	23	0.6	3589	100.0

[a] Any. = Anytime.

[b] Frequency and percentage of institution's activities.

[c] Frequency and percentage of total activities = 3,589.

Table 35

Beginning Month of Subject Matter Activities
(1971-72 Continuing Education Activities = 3,589)
11 CCCHE Institutions

Subject	Beginning Month															
	Jan		Feb		Mar		Apr		May		June		July		Aug	
	f	%^{b}	f	%^{b}	f	%^{b}	f	%^{b}	f	%^{b}	f	%^{b}	f	%^{b}	f	%^{b}
SOCIAL SCIENCES																
03 Area Studs	2	0.2	--	--	--	--	2	0.9	2	1.2	--	--	--	--	4	2.9
20 Psy	48	4.8	7	16.7	8	4.0	18	8.7	14	8.1	33	4.9	2	12.5	10	7.4
21 Pub Aff & Srvs	48	4.8	--	--	6	3.0	8	3.8	5	2.9	92	13.5	1	6.3	4	2.8
22 Soc Sci	127	12.2	11	26.2	14	7.0	38	18.3	30	17.3	84	12.4	3	18.8	28	20.7
55 Pub Srv Rel Tech	1	0.1	--	--	3	1.5	--	--	--	--	--	--	--	--	--	--
VERB-LING & HUM																
06 Comm	9	0.9	--	--	--	--	--	--	--	--	1	0.1	--	--	3	2.2
10 Fine & Appl Arts	19	1.9	--	--	5	2.5	1	0.5	4	2.3	20	2.9	1	6.3	3	2.2
11 Foreign Langs	2	0.2	--	--	--	--	1	0.5	--	--	6	0.9	--	--	--	--
15 Letters	68	6.8	4	9.5	4	2.0	36	17.3	15	8.7	38	5.6	8	50.0	15	11.1
16 Lib Sci	13	1.3	--	--	--	--	1	0.5	--	--	1	0.1	--	--	--	--
SCI, MATH, & ENG																
01 Ag & Nat Res	5	0.5	--	--	1	0.5	1	0.5	1	0.6	3	0.4	--	--	--	--
02 Arch & Envr Des	1	0.1	--	--	--	--	--	--	1	0.6	--	--	--	--	--	--
04 Bio Sci	20	2.0	1	2.4	6	3.0	--	--	8	4.6	21	3.1	--	--	5	3.7
07 Compu & Info Sci	1	0.1	--	--	--	--	3	1.4	--	--	--	--	--	--	--	--
09 Engin	13	1.3	--	--	4	2.0	5	2.4	--	--	7	1.0	--	--	--	--
17 Math	11	1.1	1	2.4	--	--	1	0.5	--	--	4	0.6	--	--	--	--
19 Phys Sci	10	1.0	--	--	3	1.5	--	--	--	--	24	3.5	--	--	1	0.7
53 Mech & Eng Tech	8	0.8	--	--	--	--	--	--	--	--	2	0.3	--	--	--	--
OTHER																
05 Bus & Mgmt	17	1.7	3	7.1	5	2.5	5	2.4	2	1.2	8	1.2	1	6.3	6	4.4
12 Hlth Profess	4	0.4	1	2.4	1	0.5	--	--	1	0.6	2	0.3	--	--	--	--
13 Home Ec	30	3.0	--	--	7	3.5	19	9.1	2	1.2	5	0.7	--	--	--	--
14 Law	4	0.4	--	--	--	--	--	--	--	--	--	--	--	--	--	--
18 Mil Sci	3	0.3	--	--	--	--	--	--	--	--	--	--	--	--	--	--
49 Interdis Studs	15	1.5	--	--	--	--	7	3.4	--	--	--	--	--	--	--	--
EDUCATION																
08 Educ	519	51.7	13	30.9	133	66.5	62	29.8	88	50.9	327	48.1	--	--	56	41.5
No Subj on P.O.^{d}	5	0.5	1	2.4	--	--	--	--	--	--	2	0.3	--	--	--	--
Total f & %^{c}	1003	28.0	42	1.2	200	5.6	208	5.8	173	4.8	680	19.0	16	0.5	135	3.8

Table continued

Table 35 - continued

11 CCCHE Institutions

Subject	Beginning Month												Total Activities	
	Sept		Oct		Nov		Dec		Any.[a]		NA			
	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[c]
SOCIAL SCIENCES														
03 Area Studs	4	0.4	--	--	--	--	--	--	2	1.0	--	--	16	0.5
20 Psy	44	4.9	--	--	1	50.0	--	--	10	5.1	--	--	195	5.4
21 Pub Aff & Srvs	38	4.2	1	50.0	--	--	--	--	5	2.6	--	--	208	5.8
22 Soc Sci	113	12.7	--	--	1	50.0	--	--	62	31.6	1	4.3	512	14.3
55 Pub Srv Rel Tech	--	--	--	--	--	--	--	--	--	--	--	--	4	0.1
VERB-LING & HUM														
06 Comm	--	--	--	--	--	--	--	--	3	1.5	--	--	16	0.5
10 Fine & Appl Arts	21	2.5	--	--	--	--	--	--	3	1.5	--	--	77	2.2
11 Foreign Langs	3	0.3	--	--	--	--	--	--	5	2.6	2	8.7	19	0.5
15 Letters	81	8.9	--	--	--	--	--	--	27	13.8	6	26.1	302	8.4
16 Lib Sci	16	1.8	--	--	--	--	--	--	--	--	--	--	31	0.9
SCI, MATH, & ENG														
01 Ag & Nat Res	7	0.8	--	--	--	--	--	--	--	--	--	--	18	0.5
02 Arch & Envr Des	1	0.1	--	--	--	--	--	--	--	--	--	--	3	0.1
04 Bio Sci	18	1.9	--	--	--	--	--	--	11	5.6	--	--	90	2.5
07 Compu & Info Sci	1	0.1	--	--	--	--	--	--	--	--	--	--	5	0.1
09 Engin	8	0.9	--	--	--	--	--	--	1	0.5	--	--	38	1.1
17 Math	12	1.3	--	--	--	--	--	--	10	5.1	--	--	39	1.1
19 Phys Sci	13	1.4	--	--	--	--	--	--	2	1.0	--	--	53	1.5
53 Mech & Eng Tech	6	0.7	--	--	--	--	--	--	--	--	--	--	16	0.5
OTHER														
05 Bus & Mgmt	21	2.3	--	--	--	--	--	--	7	3.6	1	4.3	76	2.1
12 Hlth Profess	4	0.4	--	--	--	--	--	--	--	--	--	--	13	0.4
13 Home Ec	30	3.3	--	--	--	--	--	--	1	0.5	--	--	94	2.6
14 Law	1	0.1	--	--	--	--	--	--	--	--	--	--	5	0.1
18 Mil Sci	--	--	--	--	--	--	--	--	--	--	--	--	3	0.1
49 Interdis Studs	16	1.8	--	--	--	--	--	--	--	--	--	--	38	1.1
EDUCATION														
08 Educ	446	49.2	1	50.0	--	--	2	100.0	47	23.9	13	56.5	1707	47.6
No Subj on P.O.[d]	3	0.3	--	--	--	--	--	--	--	--	--	--	11	0.3
Total f & %[c]	907	25.3	2	0.1	2	0.1	2	0.1	196	5.5	23	6.6	3589	100.0

[a] Any. = Anytime.

[b] Percentage of total column frequency (e.g., in the "Jan" column, a frequency of 5 is 0.5% of 1,003).
Interpretation: Of the 1,003 activities which occurred in January, 0.5% were Agriculture and Natural Resources subject activities.

[c] Frequency and percentage of total activities = 3,589.

[d] Incorrect or no subject on computer printout.

Appendix B

Table 36

Co-Sponsorship of Activities
(1971-72 Continuing Education Activities = 3,589)
11 CCCHE Institutions

Institution	Sponsorship								Total Activities	
	Not Jointly Sponsored		Spons'd by 2+ CCCHE[a] Institus		Spons'd by 2+ Institus: CCCHE & Non-CCCHE		HA			
	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[c]
01 Central Mich U	597	90.0	14	2.1	43	6.5	9	1.4	663	100.0
02 Eastern Mich U	366	90.8	36	8.9	--	--	1	0.2	403	99.9
04 Grand Valley S C	10	83.3	3	16.7	--	--	--	--	12	100.0
05 Lake Superior S C	95	100.0	--	--	--	--	--	--	95	100.0
06 Mich State U	679	93.9	19	2.6	5	0.7	20	2.8	723	100.0
07 Mich Tech U	33	100.0	--	--	--	--	--	--	33	100.0
08 Northern Mich U	56	100.0	--	--	--	--	--	--	56	100.0
10 Saginaw Valley C	28	100.0	--	--	--	--	--	--	28	100.0
11 U of M - Ann Arbor	546	95.8	18	3.2	--	--	6	1.1	570	100.1
14 Wayne State U	655	99.5	2	0.3	--	--	1	0.2	658	100.0
15 Western Mich U	347	100.0	--	--	--	--	--	--	347	100.0
Total f & %[c]	3412	95.1	91	2.5	48	1.3	37	1.0	3588	100.0

[a] CCCHE = Coordinating Council for Continuing Higher Education. The MCSCP institutions are members of CCCHE.

[b] Frequency and percentage of institution's activities.

[c] Frequency and percentage of total activities = 3,588.

Table 37

CCCHE[a] Institutional Co-Sponsorship of Activities
(1971-72 Continuing Education Activities = 3,589)
11 CCCHE Institutions

Institution	Number of Sponsoring CCCHE Institutions																		Total Activities	
	Own		Own +1 CCCHE		Own +2 CCCHE		Own +3 CCCHE		Own +4 CCCHE		Own +5 CCCHE		Own +6 CCCHE		Own +11 CCCHE		NA			
	f	%^{b}	f	%^{b}	f	%^{b}	f	%^{b}	f	%^{b}	f	%^{b}	f	%^{b}	f	%^{b}	f	%^{b}	f	%^{c}
01 Central Mich U	611	92.2	14	2.1	9	1.4	--	--	--	--	--	--	--	--	--	--	29	4.4	663	18.5
02 Eastern Mich U	367	90.8	31	7.7	--	--	--	--	--	--	6	1.5	--	--	--	--	--	--	404	11.3
04 Grand Valley S C	10	83.3	2	16.7	--	--	--	--	--	--	--	--	--	--	--	--	--	--	12	0.3
05 Lake Superior S C	95	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	95	2.6
06 Mich State U	701	97.0	9	1.2	2	0.3	4	0.6	--	--	2	0.3	4	0.6	--	--	1	0.1	723	20.1
07 Mich Tech U	33	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	33	0.9
08 Northern Mich U	56	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	56	1.6
10 Saginaw Valley C	28	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	28	0.8
11 U of M - Ann Arbor	527	92.5	--	--	16	2.8	--	--	1	0.2	--	--	--	--	6	1.1	20	3.6	570	15.9
14 Wayne State U	655	99.5	--	--	--	--	2	0.3	--	--	--	--	--	--	--	--	1	0.2	658	18.3
15 Western Mich U	347	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	347	9.7
Total f & %^{c}	3430	95.6	56	1.6	27	0.8	6	0.2	1	0.03	8	0.2	4	0.1	6	0.2	51	1.4	3589	100.0

[a] CCCHE = Coordinating Council of Higher Education.

[b] Frequency and percentage of institution's activities.

[c] Frequency and percentage of total activities = 3,589.

Appendix B

Table 38

CCCHE[a] Institutional Co-Sponsorship of Subject Matter Activities
(1971-72 Continuing Education Activities 3,589)
11 CCCHE Institutions

Subject	Number of Co-Sponsoring CCCHE Institutions																		Total Activities	
	Own f	Own %[b]	+1 Own CCCHE f	%[b]	+2 Own CCCHE f	%[b]	+3 Own CCCHE f	%[b]	+4 Own CCCHE f	%[b]	+5 Own CCCHE f	%[b]	+6 Own CCCHE f	%[b]	+11 Own CCCHE f	%[b]	NA f	%[b]	f	%[c]
SOCIAL SCIENCES																				
03 Area Studs	16	0.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	16	0.5
20 Psy	194	5.7	1	1.8	--	--	--	--	--	--	--	--	--	--	--	--	--	--	195	5.4
21 Pub Aff & Srvs	205	5.9	1	1.8	2	7.4	--	--	--	--	--	--	--	--	--	--	--	--	208	5.8
22 Soc Sci	502	14.6	3	5.4	--	--	--	--	--	--	--	--	--	--	--	--	7	13.7	512	14.3
55 Pub Srv Rel Tech	4	0.1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	4	0.1
VERB-LING & HUM																				
06 Comm	16	0.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	16	0.5
10 Fine & Appl Arts	76	2.8	--	--	1	3.7	--	--	--	--	--	--	--	--	--	--	--	--	77	2.2
11 Foreign Langs	17	0.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--	2	3.9	19	0.5
15 Letters	296	8.6	--	--	--	--	--	--	--	--	--	--	--	--	--	--	6	11.8	302	8.4
16 Lib Sci	19	0.6	--	--	3	11.1	--	--	--	--	--	--	--	--	--	--	9	19.6	31	0.9
SCI, MATH & ENG																				
01 Ag & Nat Res	18	0.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	18	0.5
02 Arch & Envr Des	3	0.1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	3	0.1
04 Bio Sci	72	2.1	1	1.8	9	33.3	--	--	--	--	6	75.0	--	--	--	--	2	3.9	90	2.5
07 Compu & Info Sci	5	0.1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	5	0.1
09 Engin	38	1.1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	38	1.1
17 Math	39	1.1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	39	1.1
19 Phys Sci	51	1.5	1	1.8	1	3.7	--	--	--	--	--	--	--	--	--	--	--	--	53	1.5
53 Mech & Eng Tech	16	0.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	16	0.5
OTHER																				
05 Bus & Mgmt	76	2.2	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	76	2.1
12 Hlth Profess	13	0.4	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	13	0.4
13 Home Ec	93	2.7	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	1.9	94	2.6
14 Law	5	0.1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	5	0.1
18 Mil Sci	3	0.1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	3	0.1
49 Interdis Studs	38	1.1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	38	1.1
EDUCATION																				
08 Educ	1606	46.8	49	87.5	10	37.0	6	100.0	1	100.0	2	25.0	4	100.0	6	100.0	23	45.1	1707	47.6
No Subj on P.O.[d]	9	0.3	--	--	1	3.7	--	--	--	--	--	--	--	--	--	--	1	1.9	11	0.3
Total f & %[c]	3430	95.6	56	1.6	27	0.8	6	0.2	1	0.03	8	0.2	4	0.1	6	0.2	51	1.4	3589	100.0

[a] CCCHE = Coordinating Council of Continuing Higher Education.

[b] Percentage of total column frequency (e.g., a frequency of 16 in the "Own" column is 0.5% of 3,430).

Interpretation: Of the 3,430 activities sponsored by "Own" institution, i.e. one or another of the CCCHE institutions, 0.5% were Area Studies subject activities.

[c] Frequency and percentage of total activities = 3,589.

[d] Incorrect or no subject on computer printout.

Appendix 3

Table 30

Type of Faculty Used to Teach or Monitor the Activities
(1971-72 Continuing Education Activities = 3,588)
11 CCCHE Institutions

Institution	Faculty								Total Activities	
	Institutional		Supplementary		Both		NA			
	f	%[a]	f	%[a]	f	%[a]	f	%[a]	f	%[b]
01 Central Mich U	548	82.7	106	16.0	--	--	9	1.4	663	18.5
02 Eastern Mich U	313	77.7	90	22.3	--	--	--	--	403	11.2
04 Grand Valley S C	11	91.7	1	8.3	--	--	--	--	12	0.3
05 Lake Superior S C	63	66.3	32	33.7	--	--	--	--	95	2.6
06 Mich State U	563	77.9	127	17.6	33	4.6	--	--	723	20.2
07 Mich Tech U	32	97.0	1	3.0	--	--	--	--	33	0.9
08 Northern Mich U	56	100.0	--	--	--	--	--	--	56	1.6
10 Saginaw Valley C	22	78.6	6	21.4	--	--	--	--	28	0.8
11 U of M - Ann Arbor	443	77.7	125	21.9	1	0.2	1	0.2	570	15.9
14 Wayne State U	288	43.8	331	50.3	39	5.9	--	--	658	18.3
15 Western Mich U	347	100.0	--	--	--	--	--	--	347	9.7
Total f & %[b]	2687	74.9	819	22.8	72	2.0	10	0.3	3588	100.0

[a] Frequency and percentage of institution's activities.

[b] Frequency and percentage of total activities = 3,588.

Table 40

Usual Frequency of Offering Activities in Specified Location
(1971-72 Continuing Education Activities = 3,588)
11 CCCHE Institutions

Institution	Usual Frequency of Offering in Specified Location																				Total Activities	
	1 Term Ea Yr		2 Terms Ea Yr		3 Terms Ea Yr		All Yr/4+ Terms Ea Yr		1 Term Ev Oth Yr		2 Terms Ev Oth Yr		All Yr/4+ Terms Ev Oth Yr		Sporadically or On Demand		NA			
	f	%[a]	f	%[a]	f	%[a]	f	%[a]	f	%[a]	f	%[a]	f	%[a]	f	%[a]	f	%[a]	f	%[b]
01 Central Mich U	120	18.1	34	5.1	12	1.8	80	12.1	--	--	--	--	5	0.8	408	61.5	4	0.6	663	18.5
02 Eastern Mich U	16	4.0	--	--	--	--	43	10.7	--	--	1	0.02	--	--	343	85.1	--	--	403	11.3
04 Grand Valley S C	4	33.3	--	--	--	--	--	--	--	--	--	--	--	--	8	66.7	--	--	12	0.3
05 Lake Superior S C	41	43.2	54	56.8	--	--	--	--	--	--	--	--	--	--	--	--	--	--	95	2.6
06 Mich State U	144	19.9	22	3.0	54	7.5	8	1.1	9	1.2	--	--	--	--	485	67.1	1	0.1	723	20.1
07 Mich Tech U	7	21.2	--	--	--	--	--	--	15	45.5	--	--	--	--	11	33.3	--	--	33	0.9
08 Northern Mich U	56	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	56	1.6
10 Saginaw Valley C	--	--	1	3.6	--	--	--	--	--	--	--	--	--	--	27	96.4	--	--	28	0.8
11 U of M - Ann Arbor	136	23.9	90	15.8	--	--	24	4.2	24	4.2	--	--	--	--	296	51.9	--	--	570	15.9
14 Wayne State U	223	33.9	39	5.9	60	9.1	197	29.9	12	1.8	--	--	--	--	125	19.0	2	0.3	658	18.3
15 Western Mich U	--	--	--	--	--	--	47	13.5	--	--	--	--	--	--	300	86.5	--	--	347	9.7
Total f & %[b]	747	20.8	240	6.7	126	3.5	399	11.1	60	1.7	1	0.03	5	0.1	2003	55.8	7	0.2	3588	100.0

[a] Frequency and percentage of institution's activities.

[b] Frequency and percentage of total activities = 3,588.

Table 41

Usual Frequency of Offering of Subject Matter Activities
(1971-72 Continuing Education Activities = 3,588)
11 CCCHE Institutions

Subject	Usual Frequency of Offering in Specified Location																		Total Activities	
	1 Term Ea Yr		2 Terms Ea Yr		3 Terms Ea Yr		All Yr/4+ Terms Ea Yr		1 Term Ev Oth Yr		2 Terms Ev Oth Yr		All Yr/4+ Terms Ev Oth Yr		Sporadically or On Demand		NA			
	f	%[a]	f	%[a]	f	%[a]	f	%[a]	f	%[a]	f	%[a]	f	%[a]	f	%[a]	f	%[a]	f	%[b]
SOCIAL SCIENCES																				
03 Area Studs	4	0.5	--	--	--	--	2	0.5	--	--	--	--	--	--	10	0.5	--	--	16	0.5
20 Psy	29	3.9	15	6.3	3	2.4	22	5.5	2	3.3	--	--	--	--	124	6.2	--	--	195	5.4
21 Pub Aff & Srvs	100	13.4	7	2.9	5	3.9	5	1.3	4	6.7	--	--	--	--	87	4.3	--	--	208	5.8
22 Soc Sci	72	9.6	35	14.6	11	8.7	133	33.3	17	28.3	--	--	--	--	243	12.1	1	14.3	512	14.3
55 Pub Srv Rel Tech	--	--	--	--	--	--	--	--	--	--	--	--	--	--	4	0.2	--	--	4	0.1
VERB-LING & HUM																				
06 Comm	1	0.1	--	--	--	--	3	0.8	--	--	--	--	--	--	12	0.6	--	--	16	0.5
10 Fine & Appl Arts	12	1.6	14	5.8	--	--	11	2.6	--	--	--	--	--	--	40	1.9	--	--	77	2.2
11 Foreign Langs	7	0.9	--	--	--	--	5	1.3	--	--	--	--	--	--	5	0.2	2	28.6	19	0.5
15 Letters	27	3.6	26	10.8	4	3.2	106	26.6	10	16.7	--	--	4	80.0	123	6.1	2	28.6	302	8.4
16 Lib Sci	--	--	--	--	--	--	--	--	23	38.3	--	--	--	--	8	0.4	--	--	31	0.9
SCI, MATH, & ENG																				
01 Ag & Nat Res	--	--	5	2.1	1	0.8	--	--	--	--	--	--	--	--	12	0.6	--	--	18	0.5
02 Arch & Envr Des	--	--	--	--	--	--	--	--	--	--	--	--	--	--	3	0.1	--	--	3	0.1
04 Bio Sci	15	2.0	2	2.1	1	0.8	11	2.6	--	--	--	--	--	--	60	2.9	--	--	89	2.5
07 Compu & Info Sci	2	0.3	--	--	3	2.4	--	--	--	--	--	--	--	--	--	--	--	--	5	0.1
09 Engin	4	0.5	--	--	6	4.8	1	0.3	--	--	--	--	--	--	27	1.3	--	--	38	1.1
17 Math	4	0.5	7	2.9	2	1.6	10	2.5	--	--	--	--	--	--	16	0.8	--	--	39	1.1
19 Phys Sci	28	3.7	--	--	1	0.8	2	0.5	--	--	--	--	--	--	22	1.1	--	--	53	1.5
53 Mech & Eng Tech	4	0.5	--	--	--	--	--	--	--	--	--	--	--	--	12	0.6	--	--	16	0.5
OTHER																				
05 Bus & Mgmt	24	3.2	9	3.8	11	8.7	7	1.8	--	--	--	--	--	--	25	1.2	--	--	76	2.1
12 Hlth Profess	--	--	2	2.1	--	--	2	0.5	--	--	--	--	--	--	9	0.4	--	--	13	0.4
13 Home Ec	3	0.4	9	3.8	20	15.9	15	3.8	--	--	--	--	--	--	47	2.3	--	--	94	2.6
14 Law	--	--	--	--	--	--	--	--	--	--	--	--	--	--	5	0.2	--	--	5	0.1
18 Mil Sci	3	0.4	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	3	0.1
49 Interdis Studs	3	0.4	3	1.3	1	0.8	12	3.0	--	--	--	--	--	--	19	0.9	--	--	38	1.1
EDUCATION																				
08 Educ	405	54.2	106	44.2	57	45.2	52	13.0	3	5.0	1	100.0	1	20.0	1080	53.9	2	28.6	1707	47.6
No Subj on P.O.[b]	--	--	--	--	--	--	--	--	1	1.7	--	--	--	--	10	0.5	--	--	11	0.3
Total f & %[b]	747	20.8	240	6.7	126	3.5	399	11.1	60	1.7	1	0.03	5	0.1	2003	55.8	7	0.03	3588	100.0

[a] Percentage of total column frequency (e.g., in the "1 Term Ea Yr" column, a frequency of 4 is 0.5% of 747).

Interpretation: Of the 747 activities offered one term each year, 0.5% Area Studies subject activities.

[b] Frequency and percentage of total activities = 3,589.

[c] Incorrect or no subject on computer printout.

Table 42

1971-72 Activities Offered in Specified Locations During 1969-70 and 1970-71
(1971-72 Continuing Education Activities = 3,588)
11 CCCHE Institutions

Institution	1969-70								1970-71								Total Activities[a]	
	Yes		No		DK		NA		Yes		No		DK		NA			
	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[c]	f	%[c]	f	%[c]	f	%[c]	f	%[d]
01 Central Mich U	220	33.2	441	66.5	--	--	2	0.3	290	43.7	369	55.7	--	--	4	0.6	663	18.5
02 Eastern Mich U	79	19.6	324	80.4	--	--	--	--	86	21.3	316	78.4	1	0.2	--	--	403	11.3
04 Grand Valley S C	2	16.7	10	83.3	--	--	--	--	3	25.0	8	66.7	1	8.3	--	--	12	0.3
05 Lake Superior S C	93	97.9	2	2.1	--	--	--	--	93	97.9	2	2.1	--	--	--	--	95	2.6
06 Mich State U	18	2.5	--	--	705	97.5	--	--	18	2.5	--	--	705	97.5	--	--	723	20.1
07 Mich Tech U	11	33.3	22	66.7	--	--	--	--	10	30.3	23	69.7	--	--	--	--	33	0.9
08 Northern Mich U	56	100.0	--	--	--	--	--	--	56	100.0	--	--	--	--	--	--	56	1.6
10 Saginaw Valley C	--	--	--	--	28	100.0	--	--	--	--	--	--	28	100.0	--	--	28	0.8
11 U of M - Ann Arbor	369	64.7	197	34.6	3	0.5	1	0.2	318	55.8	246	43.2	--	--	6	1.1	570	15.9
14 Wayne State U	226	34.3	415	63.1	13	2.0	4	0.6	530	80.5	125	19.0	--	--	3	0.5	658	18.3
15 Western Mich U	74	21.3	273	78.7	--	--	--	--	103	29.7	244	70.3	--	--	--	--	347	9.7
Total f & %[d]	1148	32.0	1684	46.9	749	20.9	7	0.2	1507	42.0	1333	37.2	735	20.5	13	0.4	3588	100.0

[a] Total 1971-72 activities are the same for each academic year, 1969-70 and 1970-71 (3,588).

[b] Frequency and percentage of institution's 1971-72 activities for 1969-70.

[c] Frequency and percentage of institution's 1971-72 activities for 1970-71.

[d] Frequency and percentage of total activities = 3,588.

Table 43

Plans to Offer 1971-72 Activities in Specified Location During 1972-73, 1973-74, and 1974-75
(1971-72 Continuing Education Activities = 3,588)
11 CCCHE Institutions

Institution	Plans to Offer in Specified Location																								Total Activities[a]	
	1972-73								1973-74								1974-75									
	Yes		No		DK		NA		Yes		No		DK		NA		Yes		No		DK		NA			
	f	%[c]	f	%[c]	f	%[c]	f	%[c]	f	%[d]	f	%[d]	f	%[d]	f	%[d]	f	%[e]	f	%[e]	f	%[e]	f	%[e]	f	%[b]
01 Central Mich U	279	42.1	337	50.8	43	6.5	4	0.6	168	25.3	76	11.5	419	63.2	--	--	168	25.3	75	11.3	420	63.3	--	--	663	18.5
02 Eastern Mich U	89	22.1	151	37.5	161	40.0	2	0.5	10	2.5	2	0.5	391	97.0	--	--	5	1.2	2	0.5	396	98.3	--	--	403	11.3
04 Grand Valley S C	4	33.3	--	--	8	66.7	--	--	4	33.3	--	--	8	66.7	--	--	4	33.3	--	--	8	66.7	--	--	12	0.3
05 Lake Superior S C	93	97.9	--	--	2	2.1	--	--	83	87.4	--	--	12	12.6	--	--	83	87.4	--	--	12	12.6	--	--	95	2.6
06 Mich State U	--	--	--	--	723	100.0	--	--	--	--	--	--	723	100.0	--	--	--	--	--	--	723	100.0	--	--	723	20.1
07 Mich Tech U	14	42.4	19	57.6	--	--	--	--	15	45.5	15	45.5	3	9.1	--	--	18	54.5	11	33.3	4	12.1	--	--	33	0.9
08 Northern Mich U	56	100.0	--	--	--	--	--	--	56	100.0	--	--	--	--	--	--	56	100.0	--	--	--	--	--	--	56	1.6
10 Saginaw Valley C	--	--	--	--	28	100.0	--	--	--	--	--	--	28	100.0	--	--	--	--	--	--	28	100.0	--	--	28	0.8
11 U of M - Ann Arbor	284	49.8	45	7.9	232	40.7	9	1.6	278	48.8	19	3.3	272	47.7	1	0.2	278	48.8	19	3.3	272	47.7	1	0.2	570	15.9
14 Wayne State U	499	75.8	146	22.2	11	1.7	2	0.3	412	62.6	46	7.0	198	30.1	2	0.3	403	61.2	40	6.1	211	32.1	4	0.6	658	18.3
15 Western Mich U	113	32.6	97	28.0	135	38.9	2	0.6	63	18.2	9	2.6	271	78.1	4	1.2	47	13.5	--	--	300	86.5	--	--	347	9.7
Total f & %[b]	1431	39.9	795	22.2	1343	37.4	19	0.5	1089	30.4	167	4.7	2325	64.8			1062	29.6	147	4.1	2374	66.2	5	0.1	3588	100.0

[a] Total 1971-72 activities are the same for each academic year - 1972-73, 1973-74, and 1974-75 (3,588).

[b] Frequency and percentage of total activities = 3,588.

[c] Frequency and percentage of institution's 1971-72 activities in 1972-73.

[d] Frequency and percentage of institution's 1971-72 activities in 1973-74.

[e] Frequency and percentage of institution's 1971-72 activities in 1974-75.

Table 44

Plans to Offer 1971-72 Subject Matter Activities in Specified Location During 1972-73, 1973-74, and 1974-75
(1971-72 Continuing Education Activities = 3,588)
11 CCCHE Institutions

Subject	Plans to Offer in Specified Location																								Total Activities[a]	
	1972-73								1973-74								1974-75									
	Yes		No		DK		NA		Yes		No		DK		NA		Yes		No		DK		NA			
	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[c]
SOCIAL SCIENCES																										
03 Area Studs	2	0.1	8	1.0	6	0.4	--	--	2	0.2	--	--	14	0.6	--	--	2	0.2	--	--	14	0.6	--	--	16	0.5
20 Psy	70	4.9	35	4.4	88	6.6	2	10.5	50	4.6	6	3.6	139	6.0	--	--	50	4.7	6	4.1	139	5.9	--	--	195	5.4
21 Pub Aff & Srvs	104	7.3	19	2.4	84	6.3	1	5.3	80	7.3	--	--	128	5.5	--	--	80	7.5	--	--	128	5.4	--	--	208	5.8
22 Soc Sci	261	18.2	49	6.2	193	14.4	9	47.4	187	17.2	11	6.6	309	13.3	5	71.4	182	17.1	6	4.1	322	13.6	2	40.0	512	14.3
55 Pub Srv Rel Tech	--	--	--	--	4	0.3	--	--	--	--	--	--	4	0.2	--	--	--	--	--	--	4	0.2	--	--	4	0.1
VERB-LING & HUM																										
06 Comm	5	0.3	4	0.5	7	0.5	--	--	3	0.3	1	0.6	12	0.5	--	--	3	0.3	1	0.7	12	0.5	--	--	16	0.5
10 Fine & Appl Arts	28	1.9	15	1.9	34	2.5	--	--	22	2.0	2	1.2	53	2.3	--	--	21	2.0	2	1.4	54	2.3	--	--	77	2.2
11 Foreign Langs	12	0.8	--	--	5	0.4	2	10.5	12	1.1	2	1.2	5	0.2	--	--	12	1.1	2	1.4	5	0.2	--	--	19	0.5
15 Letters	171	11.9	45	5.7	84	6.3	2	10.5	137	12.7	14	8.4	151	6.5	--	--	137	12.9	13	8.8	152	6.4	--	--	302	8.4
16 Lib Sci	24	1.7	6	0.8	1	0.1	--	--	23	2.1	--	--	8	0.3	--	--	23	2.2	--	--	8	0.3	--	--	31	0.9
SCI, MATH, & ENG																										
01 Ag & Nat Res	--	--	--	--	18	1.3	--	--	--	--	--	--	18	[illegible]	--	--	--	--	--	--	18	0.8	--	--	18	0.5
02 Arch & Envr Des	1	0.1	--	--	2	0.1	--	--	--	--	--	--	3	[illegible]	--	--	--	--	--	--	3	0.1	--	--	3	0.1
04 Bio Sci	28	1.9	19	2.4	42	3.1	--	--	20	1.8	2	1.2	67	2.9	--	--	20	1.9	1	0.7	68	2.9	--	--	89	2.5
07 Compu & Info Sci	5	0.3	--	--	--	--	--	--	5	0.5	--	--	--	--	--	--	5	0.5	--	--	--	--	--	--	5	0.1
09 Engin	5	0.3	18	2.3	15	1.1	--	--	5	0.5	16	9.6	17	0.7	--	--	5	0.5	16	10.9	17	0.7	--	--	38	1.1
17 Math	23	1.6	3	0.4	13	0.9	--	--	15	1.4	--	--	24	1.0	--	--	14	1.3	1	0.7	24	1.0	--	--	39	1.1
19 Phys Sci	9	0.6	9	1.1	35	2.6	--	--	4	0.4	2	1.2	47	2.0	--	--	3	0.3	2	1.4	48	2.0	--	--	53	1.5
53 Mech & Eng Tech	--	--	3	0.4	13	0.9	--	--	--	--	3	1.8	13	0.6	--	--	--	--	3	2.0	13	0.5	--	--	16	0.5
OTHER																										
05 Bus & Mgmt	49	3.4	13	1.6	14	1.0	--	--	44	4.0	7	4.2	25	1.1	--	--	42	4.0	7	4.8	27	1.1	--	--	76	2.1
12 Hlth Profess	4	0.3	--	--	9	0.7	--	--	4	0.4	--	--	9	0.4	--	--	4	0.4	--	--	9	0.4	--	--	13	0.4
13 Home Ec	50	3.5	21	2.6	23	1.7	--	--	41	3.8	7	4.2	46	2.0	--	--	41	3.9	7	4.8	46	1.9	--	--	94	2.6
14 Law	--	--	--	--	5	0.4	--	--	--	--	--	--	5	0.2	--	--	--	--	--	--	5	0.2	--	--	5	0.1
18 Mil Sci	3	0.2	--	--	--	--	--	--	3	0.3	--	--	--	--	--	--	3	0.3	--	--	--	--	--	--	3	0.1
49 Interdis Studs	19	1.3	3	0.4	16	1.2	--	--	16	1.5	--	--	22	0.9	--	--	16	1.5	--	--	22	0.9	--	--	38	1.1
EDUCATION																										
08 Educ	557	38.9	525	66.0	622	46.3	3	15.8	415	38.1	94	56.3	1196	51.4	2	28.6	398	37.5	80	54.4	1226	51.6	3	60.0	1707	47.6
No Subj on P.O.[d]	1	0.1	--	--	10	0.7	--	--	1	0.1	--	--	10	0.4	--	--	1	0.1	--	--	10	0.4	--	--	11	0.3
Total f & %[c]	1431	39.9	795	22.2	1343	37.4	19	0.5	1089	30.4	167	4.7	2325	64.8	7	0.2	1062	29.6	147	4.1	2374	66.2	5	0.1	3588	100.0

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[a] Number of activities in each subject. The number is the same for each academic year.

[b] Percentage of total column frequency (e.g., in the 1972-73 "Yes" column, a frequency of 28 is 1.9% of 1,431).
Interpretation: Of the 1,431 activities positively indicated as planned for offering in 1972-73, 1.9% are Biological Sciences subject activities.

[c] Frequency and percentage of total activities = 3,588. Total 1971-72 activities are the same for each academic year - 1972-73, 1973-74, and 1974-75 (3,588).

[d] Incorrect or no subject on computer printout.

APPENDIX C

FINDINGS: RESOURCES AVAILABLE TO AN EXTERNAL DEGREE PROGRAM THROUGH THE REGULAR INSTRUCTIONAL PROGRAMS

APPENDIX C

FINDINGS: RESOURCES AVAILABLE TO AN EXTERNAL DEGREE PROGRAM THROUGH THE REGULAR INSTRUCTIONAL PROGRAMS

This chapter presents data about the resources available to an external degree program through the regular instructional programs of the member institutions of the Michigan Council of State College Presidents (MCSCP). Most of the tables which provide these data are located at the end of this Appendix; one table is presented with the text.[1]

"Activities" were defined as "courses and similar educational activities." Fourteen of the 15 MCSCP institutions returned completed survey forms concerning activities available for credit to undergraduates for an external degree program through their regular instructional programs. (One institution returned their information several months too late to be included in the analyses.) During 1971-72, these 14 MCSCP institutions offered 2,982[2] such activities (see Table 45).

The four institutions which offered the largest number of these activities were, in descending rank order: Michigan State (offered 29% of these activities), Wayne State (14.4%), Central (13.9%), and Western (9.3%).

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[1] Tables containing the analyses of the data for each single institution are in the files of the MCSCP office, 1222 Commerce Center Bldg., Lansing, Michigan 48933

[2] An additional 1,738 activities (beyond the 2,982) were absolutely restricted to only graduate students and have not been included in any of these analyses. (See Table 46.)

Table 45

Activities Available for Credit to Undergraduates for an External Degree Program Through the Regular Instructional Program of Fourteen MCSCP[a] Institutions During 1971-72

Institution	Activities	
	f	%
01 Central Michigan U	414	13.9%
02 Eastern Michigan U	155	5.2
03 Ferris State C	92	3.1
04 Grand Valley S C	101	3.4
05 Lake Superior S C	17	0.6
06 Michigan State U	867	29.0
07 Michigan Technological U	62	2.1
08 Northern Michigan U	103	3.5
09 Oakland U	151	5.1
10 Saginaw Valley C	88	2.9
11 U of M - Ann Arbor	177	5.9
12 U of M - Dearborn	50	1.7
14 Wayne State U	428	14.4
15 Western Michigan U	277	9.3
All Institutions	2,982	100.0

[a] MCSCP - Michigan Council of State College Presidents

A. PBES CATEGORY

The 2,982 activities were designated in PBES[3] categories to indicate their broad curricular areas. The three most frequent PBES category designations were "Arts, Humanities, and Letters" (for 26% of the total activities); "Social Sciences, Area Studies, Human Service, and Public Affairs" (for 21% of the activities); and "Education" (for 16% of the activities). (See Table 47.)

Other PBES designations of activities included "Other Disciplines" (8%); "Physical Sciences and Mathematics" (7%); "Business, Management, and Commerce" (6%); "Biological Sciences" (6%); "Engineering, Architecture, and Related Technical Fields" (4%); "Agriculture and Natural Resources" (3%); and "Health Sciences Professions" (2%).

Less than 1% of the activities were designated in the "Computer and Information Sciences" category.

No activities were designated in the "Law" category.

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[3] PBES - Program Budget Evaluation System for Higher Education, State of Michigan, February, 1972.

PBES categories to designate departments and similar units have been incorporated in the budgeting system of each MCSCP institution. Data concerning PBES categories were included here as information for future use in the possible implementation of an external degree program.

B. SUBJECT MATTER AREAS

The 2,982 activities were offered in 28 different subject[4] areas. (See Table 48.) Activities were offered most frequently in the Education subject area (19%), followed by the Social Science subject area (15%), Fine and Applied Arts (9%), Letters (8%), Foreign Languages (6%), Physical Sciences (6%), Business and Management (5%), and Biological Sciences (5%).

The 28 subject areas have been grouped into five broader categories (not related to PBES categories) to provide an interpretation meaningful to an external degree program. The kinds of activities offered using these broad categories were, in rank order: Verbal-Linguistic and Humanities (25.7% of the total activities); Social Sciences (23.4%); Education (18.5%); Sciences, Mathematics, and Engineering (17.9%); and Other (14.0%). The five broad categories and their respective subject areas are listed below.

Category	% of Total Activities
Verbal-Linguistic and Humanities - 25.7%	
Fine and Applied Arts	8.9%
Letters	7.6
Foreign Languages	6.1
Communications	2.6
Library Science	0.5
Social Sciences - 23.4%	
Social Sciences	15.3%
Psychology	3.9
Public Affairs and Services	2.2
Area Studies	1.2
Public Service Related Technologies	0.8

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[4] Subject matter categories used were modified HEGIS categories (see Chapter III, Procedures). For definitions of the subject matter areas, see the Instructions in Appendix E.

Category	% of Total Activities
Education - 18.5%	
Education	18.5%
Sciences, Mathematics, and Engineering - 17.9%	
Physical Sciences	6.0%
Biological Sciences	5.3
Mathematics	1.8
Agriculture and Natural Resources	1.2
Engineering	1.0
Natural Science Technologies	0.8
Mechanical and Engineering Technologies	0.7
Computer and Information Sciences	0.6
Architecture and Environmental Design	0.4
Data Processing Technologies	0.1
Other - 14.0%	
Business and Management	5.4%
Home Economics	3.6
Health Professions	2.2
Interdisciplinary Studies	1.9
Business and Commerce Technologies	0.6
Health Services and Paramedical Technologies	0.3
Military Sciences	0.03

The five broad subject categories are listed below, in rank order for each institution, to provide an idea of the subject matter covered by the offerings of each institution.

Institution and Subject Category	% of Institution's Activities
Central	
Education	37%
Social Sciences	27
Verbal-Linguistic and Humanities	21
Sciences, Math, and Engineering	10
Other	5

Institution and Subject Category	% of Institution's Activities
Eastern	
Verbal-Linguistic and Humanities	36%
Social Sciences	34
Education	12
Sciences, Math, and Engineering	9
Other	8
Ferris	
Other	41%
Education	36
Sciences, Math, and Engineering	12
Verbal-Linguistic and Humanities	7
Social Sciences	4
Grand Valley	
Sciences, Math, and Engineering	41%
Verbal-Linguistic and Humanities	29
Other	16
Social Sciences	15
Education	--
Lake Superior	
Sciences, Math, and Engineering	71%
Social Sciences	12
Other	12
Verbal-Linguistic and Humanities	6
Education	--
Michigan State	
Verbal-Linguistic and Humanities	27%
Social Sciences	24
Sciences, Math, and Engineering	21
Other	21
Education	6
Michigan Tech	
Sciences, Math, and Engineering	87%
Verbal-Linguistic and Humanities	13
Social Sciences	--
Education	--
Other	--

Institution and Subject Category	% of Institution's Activities
Northern	
Verbal-Linguistic and Humanities	33%
Education	25
Sciences, Math, and Engineering	16
Other	15
Social Sciences	12
Oakland	
Verbal-Linguistic and Humanities	38%
Social Sciences	36
Education	11
Other	9
Sciences, Math, and Engineering	5
Saginaw	
Verbal-Linguistic and Humanities	35%
Social Sciences	34
Other	13
Sciences, Math, and Engineering	12
Education	7
U of M - Ann Arbor	
Social Sciences	35%
Verbal-Linguistic and Humanities	29
Sciences, Math, and Engineering	18
Education	12
Other	3
U of M - Dearborn	
Social Sciences	38%
Sciences, Math, and Engineering	38
Verbal-Linguistic and Humanities	24
Education	--
Other	--
Wayne State	
Education	39%
Verbal-Linguistic and Humanities	24
Social Sciences	19
Sciences, Math, and Engineering	10
Other	8

Institution and Subject Category	% of Institution's Activities
Western	
Education	21%
Verbal-Linguistic and Humanities	20
Sciences, Math, and Engineering	18
Social Sciences	18
Other	15

C. LOCATION

1. Location of Activities

Activities occurred in 13 of Michigan's 83 counties, as well as in four other locations. (See Table 49.) Locations in which two percent or more of the 2,982 activities occurred were as follows, in rank order:

Location	% of Total Activities
No Specific Location (Activity was independent study or a similar activity)	74.9%
Within Michigan - Exact Location Not Specifiable (e.g., activity may have been an internship, student teaching, etc., which could be located at several places)	18.1
Oakland County	4.5

Less than one percent of the activities were held in each of the following 12 counties: Alcona, Allegan, Benzie, Charlevoix, Genesee, Gratiot, Houghton, Ingham, Isabella, Kent, Roscommon, and Saginaw.

Less than one percent of the activities also occurred "Outside of Michigan, but Within the Country", as well as "Outside of the Country."

No activities occurred in 70 of Michigan's 83 counties.

Locations where activities of each of the institutions, except two, occurred most frequently and second most frequently were "No Specific Location", and "Within Michigan, but the Exact Location not Specifiable." The two exceptions were Michigan Tech whose most frequent locations were "No Specific Location" and Houghton County; and Oakland whose most frequent locations were Oakland County and "Within Michigan, but Exact Location not Specifiable."

2. Location of Subject Matter Activities

Locations of the subject matter activities are provided in Tables 50 and 51. These locations are presented here in terms of the five broad categories previously established in Section B of this chapter.

a. Social Sciences

Activities which fell in the broad category of Social Sciences (Area Studies, Psychology, Public Affairs and Services, Social Sciences, Public Service Related Technologies) occurred in three Michigan counties: Alcona, Benzie, and Oakland.

Social Science type activities also occurred "Within Michigan in Nonspecifiable Locations"; "Outside of Michigan, but Within the Country"; "Outside of the Country"; and in "No Specific Location" (activity could occur anywhere because it was independent study or a similar activity).

b. Verbal-Linguistic and Humanities

Activities which fell in the broad category of Verbal-Linguistic and Humanities (Communications, Fine and Applied Arts, Foreign Languages, Letters, Library Science) occurred in three Michigan counties. Houghton, Isabella, and Oakland.

Verbal-Linguistic and Humanities type activities also occurred "Within Michigan in Nonspecifiable Locations"; "Outside of Michigan, but Within the Country"; "Outside of the Country"; and in "No Specific Location."

c. Science, Mathematics, and Engineering

Activities which fell in the broad category of Sciences, Mathematics, and Engineering (Agriculture and Natural Resources, Architecture and Environmental Design, Biological Sciences, Computer and Information Sciences, Engineering, Mathematics, Physical Sciences, Data Processing Technologies, Mechanical and

Engineering Technologies, Natural Science Technologies) occurred in six Michigan counties: Allegan, Charlevoix, Gratiot, Houghton, Oakland, and Roscommon.

Science, Mathematics, and Engineering type activities also occurred "Within Michigan in Nonspecifiable Locations"; "Outside of Michigan, but Within the Country"; "Outside of the Country"; and in "No Specific Location."

d. Other

Activities which fell in the broad category of Other (Business and Management, Health Professions, Home Economics, Military Science, Interdisciplinary Studies, Business and Commerce Technologies, Health Sciences and Paramedical Technologies) occurred in five Michigan counties: Genesee, Ingham, Kent, Oakland, and Saginaw.

"Other" category activities also occurred "Within Michigan in Nonspecifiable Locations"; and in "No Specific Location."

e. Education

Activities which fell in the Education category occurred in one county: Oakland.

Education activities also occurred "Within Michigan in Nonspecifiable Locations"; and in "No Specific Location".

D. EDUCATIONAL LEVEL

1. Educational Level of Activities

Activities available for credit to undergraduates numbered 2,982[5] and of these, 65% were specifically designated as undergraduate level activities, 9% as graduate level activities generally open to some levels of undergraduates without restriction; and 26% as graduate level activities generally available to some levels of undergraduates who meet special conditions. Thus, most of the available activities were designed for the undergraduate level; and the remaining activities were designed for the graduate level although they were available to undergraduates. (See Table 52.)

The specific educational levels of the 2,982 activities were as follows: 2% were classified at the freshman level; 8% at the sophomore level; 35% junior level; 68% senior level; and 38% at the graduate level. (These percentages total more than 100% as the educational levels were not mutually exclusive categories. (See Table 53.)

Those institutions which included in their offerings the largest proportion of activities which were specifically for undergraduates were, in descending rank order:

Ferris (100%) (Most were senior level.)
Grand Valley (100%) (Most were senior level and then junior.)
Superior (100%) (Most were senior level.)
Saginaw Valley (100%) (Most were senior level.)

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[5] An additional 1,738 activities (beyond the 2,982) were absolutely restricted to only graduate students and have not been included in any of these analyses. (See Table 46.)

Wayne State (95%) (Most were senior and junior levels.)

U of M - Dearborn (92%) (All were senior and junior levels.)

Oakland (88%) (Most were senior level.)

Eastern (87%) (Most were senior level.)

Michigan Tech (83%) (Most were senior level.)

Michigan State (57%) (Most were senior level.)

U of M - Ann Arbor (54%) (Most were senior level.)

In general, the institutions had few activities designated at the freshman level. Four institutions (Lake Superior, Oakland, U of M - Dearborn, and Western) had none; and four others (Saginaw, U of M - Ann Arbor, Wayne State, and Grand Valley) had three or less.

Activities designated as sophomore were more plentiful although one institution (U of M - Dearborn) had none, while three others (Saginaw, Lake Superior, and Grand Valley) had three percent or less of sophomore level activities.

Institutions which offered the largest proportion of graduate activities that were also available to undergraduates were, in rank order: Central (75%), Northern (55%), and Western (51%).

2. Educational Level of Subject Matter Activities

Educational levels of the subject matter activities are presented in Tables 54 and 55. These levels are presented here in terms of the five broad categories of subject matter activities.

a. Undergraduate

Undergraduate activities numbered 1,950, and of these, in rank order, 28% were in the broad category of Verbal-Linguistic and Humanities; 23% were in Social Sciences; 17% in Education; 17% in Science, Mathematics, and Engineering; and 15% in the broad category of Other.

The percentage of each broad subject matter category which fell into each specific educational level of freshman through senior are listed below in rank order by educational level (specific educational levels were not treated as mutually exclusive categories).

Level	% of Each Level
Freshman (N=70)	
Verbal-Linguistic and Humanities	61%
Science, Math, and Engineering	23
Social Sciences	14
Other	6
Education	3
Sophomore (N=229)	
Verbal-Linguistic and Humanities	51%
Social Sciences	22
Other	16
Education	6
Science, Math, and Engineering	--
Junior (N=1056)	
Verbal-Linguistic and Humanities	28%
Education	24
Social Sciences	21
Science, Math, and Engineering	16
Other	11
Senior (N=2026)	
Verbal-Linguistic and Humanities	26%
Social Sciences	22
Science, Math, and Engineering	19
Education	19
Other	14

b. Graduate (Available to Undergraduates)

(1) Open. Graduate level activities generally open to [illegible] levels of undergraduates numbered 267, and of these, in rank order, 27% were in the Verbal-Linguistic and Humanities category, 25% in Education, 23% in Social Sciences; 15% in Science, Mathematics, and Engineering; and 10% were in the broad category of Other.

(2) Special Conditions. Activities generally available to some levels of undergraduates who meet special conditions numbered 765, and of these, in rank order, 29% were in the Social Sciences; 24% in Science, Mathematics, and Engineering; 19% in Verbal-Linguistic and Humanities; 13% in Other; and 9% were in Education.

The percentage of each broad subject matter category which fell into the specific educational level of graduate (in the freshman through graduate level categories analysis) were: Science, Mathematics, and Engineering - 34%; Social Sciences - 25%; Education - 23%; Verbal-Linguistic and Humanities - 21%; and Other - 12%.

3. Locations of Specific Educational Level Activities

Locations of the lower division, upper division, and graduate level activities are presented in Table 56.

a. Freshman and Sophomore

Freshman and Sophomore activities were located in 2 of the 13 Michigan counties that had activities: Houghton and Oakland.

Freshman and Sophomore level activities also were located "Within Michigan in Nonspecifiable Locations"; "Outside of Michigan, but Within the Country"; and in "No Specific Location".

b. Junior and Senior

Junior and Senior level activities were located in 8 of the 13 counties that had activities: Alcona, Benzie, Charlevoix, Gratiot, Houghton, Isabella, Oakland, and Roscommon.

Junior and Senior level activities also were located "Within Michigan in Nonspecifiable Locations"; "Outside of Michigan, but Within the Country"; "Outside of the Country"; and in "No Specific Location".

c. Graduate

Graduate level activities (available to undergraduates) were located in 11 of the 13 counties with activities: Allegan, Benzie, Genesee, Gratiot, Houghton, Ingham, Isabella, Kent, Oakland, Roscommon, and Saginaw.

Graduate level activities also were located "Within Michigan in Nonspecifiable Locations"; "Outside of Michigan, but Within the Country"; "Outside of the Country"; and in "No Specific Location".

E. ON- OR OFF-CAMPUS

1. On- or Off-Campus Activities

Almost all (94%) of the activities occurred off-campus in either non-specific locations (75%) or in specific locations (19%). (See Table 57.) "Non-specific" locations signified that the activities occurred anywhere because they were independent study or similar activities. Ten of the 14 institutions had the largest proportion of their activities occurring off-campus in non-specific locations, Ferris had the largest proportion occurring off-campus in a specific location.

A small percentage (6%) of the activities occurred on-campus. Nine institutions had none of their activities occurring on-campus in contrast to Oakland where 94% of its activities took place on-campus. However, an examination of the listing of activities which could actually take place off-campus (and should have been recorded as off-campus activities when the data was collected).

2. On- or Off-Campus of Subject Matter Activities

The on- or off-campus locations of the subject matter activities are presented in Table 58. The on- or off-campus locations are presented here in terms of the five broad categories of subject activities.

a. Off-Campus (Non-Specific Locations)

The 2,228 activities located off-campus in non-specific locations fell, in rank order, into the following broad subject matter categories: Verbal-Linguistic and Humanities - 29%; Social Sciences - 24%; Science, Mathematics, and Engineering - 21%; Other - 14%; and Education - 11%.

b. Off-Campus (Specific Locations)

The 565 activities located off-campus in specific locations covered the subject categories in the following way, in rank order: Education - 49%;

Other - 20%; Social Sciences - 18%; Science, Mathematics, and Engineering - 7%; and Verbal-Linguistic and Humanities - 6%.

c. On-Campus

The 175 activities located on-campus fell into the following broad subject matter categories: Verbal-Linguistic and Humanities - 47%; Social Sciences - 29%; Science, Mathematics, and Engineering - 11%; Education - 7%; and Other - 6%.

3. Location of On- and Off-Campus Activities

Locations of the on- and off-campus activities are presented in Table 59.

a. Off-Campus (Specific Locations)

The 565 activities located off-campus in specific locations were located in 7 of the 13 Michigan counties with activities: Charlevoix, Genesee, Gratiot, Ingham, Kent, Roscommon, and Saginaw.

Off-campus activities in specific locations also were located "Within Michigan in Nonspecifiable Locations" (not contradictory in that the locations of these activities could not be specified exactly for this study, but they did take place in several specific places, centers, or schools): "Outside of Michigan, but Within the Country"; and "Outside of the Country".

b. On-Campus

The 175 on-campus activities were located in 3 of the 13 Michigan counties that had activities: Houghton, Isabella, and Oakland.

F. TYPE AND NUMBER OF CREDITS OFFERED

1. Type and Number of Credits

The type of credits offered for these activities was quarter credit (50.4% of the activities) and semester credit (49.5%). (See Table 60.)

The number of credits offered ranged from 1 to 95 plus variable credit. Approximately 67% of the total activities were offered for variable credit; 9% for four credits; 7% for three credits; 5% for two credits; 4% for one credit; 2% for eight credits; and 2% for six credits. (See Table 61.)

2. Number of Credits Offered for the Subject Matter Activities

Data concerning the amount of credit offered for the subject activities are presented below in terms of the broad subject categories and in rank order according to the largest percentage of activities being offered for a given number of credits, e.g., the greatest proportion of activities were offered for variable credit each. Only the more frequent credit offerings are presented below. (See Table 62.)

a. Variable Credit

The 1,988 activities which were offered each for variable credit were distributed among the broad subject matter categories in the following rank order manner: Social Sciences - 24%; Verbal-Linguistic and Humanities - 24%; Other - 16%; Education - 15%; and Science, Mathematics, and Engineering - 14%.

b. Four Credits

The 265 activities which were each offered for four credits fell into the following subject categories: Social Sciences - 35%; Verbal-Linguistic and Humanities - 35%; Other - 11%; Education - 10%; and Science, Mathematics, and Engineering - 4%.

c. Three Credits

The 204 activities each offered for three credits were distributed across the subject categories as follows: Verbal-Linguistic and Humanities - 33%; Social Sciences - 27%; Other - 16%; Education - 12%; Science, Mathematics, and Engineering - 8%.

d. Two Credits

The 190 activities each offered for two credits fell into the following subject categories: Education - 42%; Verbal-Linguistic and Humanities - 18%; Social Sciences - 12%; Science, Mathematics, and Engineering - 11%; and Other - 7%.

e. One Credit

The 127 activities offered for one credit were distributed across subject categories as follows: Verbal-Linguistic and Humanities - 51%; Social Sciences - 20%; Education - 11%; Other - 10%; and Science, Mathematics, and Engineering - 6%.

G. INSTRUCTIONAL TECHNIQUE

1. Instructional Technique

The vast majority (79%) of the activities were delivered using the "Independent Study" technique. (Definitions of the instructional techniques have been included in Chapter III - Procedures.) All 14 institutions made use of the "Independent Study" delivery method. (See Table 63.)

Other delivery methods used, in rank order of the frequency with which they were used, were:

Technique	% of Total Activities
Work Study, Internship	15.6%
Field Study, Workshop, Institute, Conference	3.0
Travel-Study	0.9
Other	0.5
Course	0.4
Broadcast Radio	0.4
Credit by Exam	0.2
Correspondence	0.1

Eastern was the one institution which made use of the "Broadcast Radio" technique; and Western the one institution to use the "Correspondence" method.

Two institutions (Central and Oakland) used the "Credit by Exam" technique; and two others (Michigan Tech and Western) used the "Course" method.

Five institutions (Central, Grand Valley, Michigan State, Michigan Tech, and Western) made use of the "Travel-Study" technique. "Field Study, Workshop, Institute, Conference" method was used by nine institutions (Central, Eastern, Michigan State, Michigan Tech, Northern, Oakland, U of M - Ann Arbor, Wayne State, and Western).

The "Work-Study, Internship" method was used by ten institutions (Central, Ferris, Grand Valley, Lake Superior, Michigan State, Michigan Tech, Northern, Oakland, Saginaw, U of M - Ann Arbor, Wayne State, and Western).

None of the institutions used "Closed Circuit TV," "Closed Circuit Radio," "Broadcast TV," nor "Learning Packages" as instructional techniques for delivery of the activities offered during 1971-72.

2. Instructional Technique of the Subject Matter Activities

Data concerning the instructional technique used to deliver the subject matter activities are provided in Table 64. These data are presented here for those most frequently used and in terms of the five broad subject categories.

a. Independent Study

The 2,342 activities which were delivered using the "Independent Study" instructional technique were distributed among the broad subject matter categories in the following rank order manner: Verbal-Linguistic and Humanities - 30%; Social Sciences - 25%; Science, Mathematics, and Engineering - 21%; Other - 12%; and Education - 11%.

b. Work Study, Internship

The 464 activities which used the "Work Study, Internship" delivery method fell into the following subject categories: Education - 54%; Other - 24%; Social Sciences - 15%; Verbal-Linguistic and Humanities - 4%; and Science, Mathematics, and Engineering - 3%.

c. Field Study, Workshop, Institute, Conference

The 90 activities using the "Field Study, Workshop, Institute, Conference" instructional technique were distributed among the subject categories in the following manner: Education - 29%; Social Sciences - 27%; Science, Mathematics, and Engineering - 24%; Other - 17%; and Verbal-Linguistic and Humanities - 3%.

H. BEGINNING MONTH

1. Beginning Month

The four months in which the 1971-72 activities most frequently began were January (26% of the total activities), September (23%), June (14%), and March (13%). Another 12% of the activities began at 'Anytime' during the year. (See Table 65.)

April was the beginning month of 5% of the activities, August for 4%, and May, 1%.

Less than 1% of the activities occurred in the months of February and July.

None of the activities began in the months of October, November, and December.

The majority of activities of two institutions (Central and Northern) began "Anytime' during the year. September and January were the months in which the majority of activities began for four institutions (Oakland, Saginaw, U of M - Ann Arbor, and U of M - Dearborn).

Most of Eastern's activities began during January, June, and August, Ferris during January, March, June, and September; Grand Valley during January, April, and September; Lake Superior, January, March, and Anytime; Michigan State, January, March, and September; Michigan Tech, January, April, June, and September; and Wayne State's activities during January and August.

2. Beginning Month of Subject Matter Activities

Data concerning the beginning months of the subject matter activities are provided in Table 66. These data are presented here for the more active months in terms of the five broad categories of subject activities.

a. January

The greater proportion of the 785 beginning January activities were in the categories of Verbal-Linguistic and Humanities (28.4%), and Social Sciences (23.2%). These were followed less frequently by Education (17.6%); Science, Mathematics, and Engineering (16.4%); and Other (13.7%).

b. September

The greater proportion of the 672 beginning September activities also were in Verbal-Linguistic and Humanities (27%) and Social Sciences (23.1%), followed by Science, Mathematics, and Engineering (18.5%); Other (15.3%); and Education (15.3%).

c. June

The 406 beginning June activities were, in rank order: Social Sciences (22.9%); Science, Mathematics, and Engineering (21.3%); Verbal-Linguistic and Humanities (20.1%); Other (18.8%); and Education (16.5%).

d. March

The greater proportion of the 389 activities initiating in March were in the categories of Verbal-Linguistic and Humanities (26.7%), and Social Sciences (21.4%). These were followed less frequently by Other (17.8%); Science, Mathematics, and Engineering (17.3%); and Education (16.7%).

e. Anytime

The larger percentage of the activities beginning at "Anytime" during the year were in Education (31.6%). The categories of Verbal-Linguistic and Humanities, and Social Sciences (23.7% and 23%, respectively) were the next most frequent, followed by Science, Mathematics, and Engineering (13.3%) and Other (8.4%).

I. CO-SPONSORSHIP

1. Co-Sponsorship

Almost all (99.5%) of the activities were sponsored by a single institution, i.e., one or another of the 14 institutions. (See Tables 67 and 68.)

Less than one percent of the activities were co-sponsored by two or more Council institutions; and less than one percent by two or more institutions Council and non-Council.

The four institutions which indicated co-sponsorship of some of their activities (one activity at each institution) were Ferris, Northern, Oakland, and Western.

2. Council Co-Sponsorship of Subject Matter Activities

An analysis for all institutions combined concerning Council co-sponsorship of the subject matter activities was not done because, as stated above, almost all of the activities were sponsored by a single institution, i.e., one or another of the 14 institutions. Such an analysis is available, however, for each separate institution.[6]

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[6] These tables are in the files of the Michigan Council of State College Presidents, 1222 Commerce Center Bldg., Lansing, Michigan 48933.

J. FACULTY

The majority of the activities (84%) were taught or monitored by faculty working for the sponsoring institution ("institutional" faculty). Less than 1% were taught or monitored by supplementary faculty procured elsewhere; and 15% by "Both" institutional and supplementary faculty. (See Table 69.)

One institution, Ferris, used "Both" institutional and supplementary faculty to teach or monitor over half (56.5%) of their activities.

Two institutions, Eastern and U of M - Dearborn, used only institutional faculty; and six others (Grand Valley, Lake Superior, Michigan State, Michigan Tech, Oakland, and Saginaw) used almost only institutional faculty.

Institutional faculty taught 84% to 88% of the activities at Central, Northern, and U of M - Dearborn; and 66-67% of the activities at Wayne State and Western.

K. USUAL FREQUENCY OF OFFERING

1. Usual Frequency of Offering in Specified Location

Approximately half (49%) of the activities are usually offered "all year or four or more terms each year" in the specified location while 23% are usually offered "three terms each year." Another 12% of the activities are usually offered "sporadically or on demand" in the specified location; 11% are offered "two terms each year"; and 6% "one term each year". (See Table 70.)

Two institutions offer the majority of their activities "sporadically or on demand": Northern (80% of its activities) and Central (54%).

Eastern usually offers all of its activities "all year or four or more terms each year"; while four institutions (Ferris, Grand Valley, Michigan State, and Western) usually offer the majority of their activities "all year or four or more terms each year". Michigan Tech and Oakland offer a sizable percentage of their activities in this manner.

Two institutions (Saginaw and U of M - Dearborn) offer the majority of their activities "three terms each year".

Wayne State offers most of its activities "three terms each year" and "all year or four or more terms each year". U of M - Ann Arbor offers more than one-third of its activities "one term each year", and more than one-third "three terms each year". Lake Superior offers more than one-third of its activities "one term each year" and more than one-third "three terms each year".

2. Usual Frequency of Offering Subject Matter Activities

Data concerning the usual frequency of offering of the subject matter activities in the specified locations are provided in Table 71. These data are presented here for the major findings and in terms of the five broad subject categories.

a. All Year or Four or More Terms Each Year

The 1,445 activities usually offered "all year or four or more terms each year" in the specified location were distributed across the subject categories in the following manner: Social Sciences - 25%; Verbal-Linguistic and Humanities - 21%; Other - 19%; Science, Mathematics, and Engineering - 19% and Education - 15%.

b. Three Terms Each Year

The 680 activities usually offered "three terms each year" fell into the following subject categories: Verbal-Linguistic and Humanities - 37%; Social Sciences - 25%; Science, Mathematics, and Engineering - 15%; Education - 12%, and Other - 8%.

c. Sporadically or On Demand

The 347 activities usually offered "sporadically or on demand" were distributed among subject categories as follows: Education - 32%; Verbal-Linguistic and Humanities - 23%; Social Sciences - 23%; Science, Mathematics, and Engineering - 15%; and Other - 6%.

d. Two Terms Each Year

Activities offered two terms each year numbered 330, and fell into the following subject categories: Education - 31%; Verbal-Linguistic and Humanities - 28%; Social Sciences - 22%; Science, Mathematics and Engineering - 14%, and Other - 7%.

e. One Term Each Year

Activities offered "one term each year" were 170 distributed in the following manner: Science, Mathematics, and Engineering - 28%; Verbal-Linguistic and Humanities - 23%; Social Sciences - 22%; Education - 19%; and Other - 9%.

L. ACTIVITY OFFERED IN 1969-70 AND 1970-71

In the 1969-70 academic year, 76% of the 1971-72 activities were offered in the specified location, 17% were not, and it was uncertain as to whether or not 7% of the activities were offered.

In the academic year 1970-71, 79% of the 1971-72 activities were offered in the specified location, 15% were not, and 4% were uncertain. (See Table 72.)

Lake Superior did not offer most of the 1971-72 activities in 1969-70 and 1970-71; and U of M - Dearborn was uncertain whether or not all or most of its 1971-72 activities were offered in 1969-70 and 1970-71. The other 12 institutions offered the majority of their 1971-72 activities in both 1969-70 and 1970-71.

M. PLANS TO OFFER ACTIVITIES IN THE FUTURE

1. Plans to Offer

Plans to offer the 1971-72 activities in the specified locations were positively indicated for three academic years: 99% of the activities in 1972-73; 59% in 1973-74; and 59% in 1974-75. (See Table 73.)

It was uncertain as to whether or not 40% of the activities would be offered in 1973-74; and whether or not 41% would be offered in the specified location during 1974-75.

All 14 institutions planned to offer all or the majority of their activities in the specified locations in 1972-73; and all (with the exceptions of Michigan State, Oakland, and U of M - Ann Arbor) planned to offer the majority of their activities during 1973-74 and 1974-75. Michigan State, Oakland, and U of M - Ann Arbor were uncertain as to whether or not all or most of their activities would be offered in these years.

2. Plans to Offer Subject Matter Activities

Information concerning plans to offer the subject matter activities in the specified locations during 1972-73, 1973-74, and 1974-75 is provided in Table 74. These data are presented here for the positive plans for 1972-73 and for both the positive and uncertain plans for 1973-74 and 1974-75 in terms of the five broad subject categories.

a. 1972-73

(1) Yes. Plans to offer the 2,982 1971-72 activities in 1972-73 were positively indicated for 2,955 activities. These 2,955 activities were distributed across the five subject categories as follows: Verbal-Linguistic and

Humanities - 26%; Social Sciences 24%; Education - 19%; Science, Mathematics, and Engineering - 18%; and Other 14%.

b. 1973-74

(1) Yes. Plans to offer the 1971-72 activities during 1973-74 were positively indicated for 1,752 activities distributed as follows: Education - 26%; Verbal-Linguistic and Humanities - 24%; Social Sciences - 22%; Science, Mathematics, and Engineering - 17%; and Other - 12%.

(2) Don't Know. The 1973-74 plans were uncertain for 1,205 activities: Science, Mathematics, and Engineering - 19%; Other - 18%; Verbal-Linguistic and Humanities - 9%; Education - 8%; and Social Sciences - 7%.

c. 1974-75

(1) Yes. Plans to offer the 1971-72 activities during 1974-75 were positively indicated for 1,750 activities. These activities were distributed among the subject categories in the following manner: Science, Mathematics, and Engineering - 33%; Education - 26%; Verbal-Linguistic and Humanities - 20%; Social Sciences - 22%; and Other - 12%.

(2) Don't Know. The 1974-75 plans were uncertain for 1,209 activities distributed as follows: Verbal-Linguistic and Humanities - 32%; Social Sciences - 26%; Science, Mathematics, and Engineering - 19%; Other - 18%; and Education - 8%.

II. SUMMARY

Resources Available to an External Degree Program Through the Regular Instructional Programs

The major findings concerning the resources available to an external degree program through the regular instructional programs are summarized below. The summary follows the format of this chapter for ease in reading as well as in referral back to the chapter or to similar summary sections of the other findings in Appendices B and D.

Fourteen of the 15 MCSCP Institutions had 2,982 activities available for credit to undergraduates for an external degree program through their regular instructional programs.

The four institutions which offered the greater proportion of these activities were, in rank order: Michigan State, Wayne State, Central, and Western.

A. PBES CATEGORY

The three most frequent PBES category designations were, in rank order: "Arts, Humanities, and Letters"; "Social Sciences, Area Studies, Human Service, and Public Affairs"; and "Education".

B. SUBJECT MATTER AREAS

The 2,982 activities were offered in 28 different subject areas the most frequent (19% to 5%) being, in rank order: Education, Social Science, Fine and Applied Arts, Letters, Foreign Languages, Physical Sciences, Business and Management, and Biological Sciences.

The 28 subject matter areas were grouped into five broader subject categories and the kinds of activities offered using these categories were: Verbal-Linguistic and Humanities (25.7%); Social Sciences (23.4%); Education (18.5%); Science, Mathematics, and Engineering (17.9%); and Other (14%).

C. LOCATION

1. Location of Activities. Activities occurred in 13 of Michigan's 83 counties as well as in four additional locations. Activities occurred most frequently in: "No Specific Location" (74.9%); "Within Michigan in Nonspecifiable Locations" (18.1%), and in Oakland County (4.5%).

Less than one percent of the activities occurred in each of 12 Michigan counties as well as "Outside of Michigan, but Within the Country", and "Outside of the Country".

No activities occurred in 70 of Michigan's 83 counties.

2. Location of Subject Matter Activities. Activities which fell in the broad category of Social Sciences occurred in three Michigan counties; Verbal-Linguistic and Humanities in three counties; Science, Mathematics, and Engineering in six counties; Other in five counties; and Education in one county. Social Science, Verbal-Linguistic and Humanities, and Science, Mathematics, and Engineering activities also occurred "Within Michigan in Nonspecifiable Locations"; "Outside of Michigan, but Within the Country"; "Outside of the Country", and in "No Specific Location". Other and Education activities also occurred "Within Michigan in Nonspecifiable Location" and in "No Specific Location".

D. EDUCATIONAL LEVEL

1. Educational Level of Activities. Most (65%) of the 2,982 activities available for credit to undergraduates were designed for the undergraduate level, and the remaining activities were designed for the graduate level, but were available to undergraduates (9% were generally open to some levels of undergraduates without restriction; and 26% were generally available to some levels of undergraduates who meet special conditions).

Fewer activities were available at the lower division level (2% freshman and 8% sophomore) than at the upper division (35% junior and 68% senior) or graduate (38%) levels.

The eleven institutions which included in their offerings the largest proportion of activities designed specifically for undergraduates were, in rank order: Ferris, Grand Valley, Lake Superior, Saginaw Valley, Wayne State, U of M - Dearborn, Oakland, Eastern, Michigan Tech, and U of M - Ann Arbor.

2. Educational Level of Subject Matter Activities. The 1,950 undergraduate level activities were in the broad category of Verbal-Linguistic and Humanities (28%); Social Sciences (23%); Education (17%); Science, Mathematics, and Engineering (17%); and Other (15%).

The 267 graduate-level activities generally open to some levels of undergraduates were in: Verbal-Linguistic and Humanities (27%); Education (25%); Social Sciences (23%); Science, Mathematics, and Engineering (15%); and Other (10%).

The 765 graduate-level activities generally available to some levels of undergraduates who meet special conditions were in: Social Sciences (29%); Science, Mathematics, and Engineering (24%); Verbal-Linguistic and Humanities (19%); Other (13%); and Education (9%).

3. Locations of Specific Educational Level Activities. Lower division activities were located in two of the 13 Michigan counties with activities; upper division activities were located in 8 counties; and graduate level activities in 11 counties. All level activities also were located "Within Michigan in Non-specifiable Locations"; "Outside of Michigan, but Within the Country"; "Outside of the Country"; and in "No Specific Location".

E. ON- OR OFF-CAMPUS

1. On- or Off-Campus Activities. Almost all (94%) of the activities occurred off-campus primarily in non-specific locations (75%), and less frequently in specific locations (19%). A small percentage of the activities occurred on-campus (6%).

2. On- and Off-Campus Location of Subject Matter Activities. The 2,229 off-campus (nonspecific locations) activities were in rank order: Verbal-Linguistic and Humanities, Social Sciences, Science, Mathematics and Engineering, Other and Education.

The 565 off-campus (specific locations) activities, in rank order were: Education, Other, Social Sciences, Science, Mathematics, and Engineering, and Verbal-Linguistic and Humanities.

The 175 on-campus activities in rank order were: Verbal-Linguistic and Humanities, Social Sciences, Science, Mathematics and Engineering; Education and Other.

3. Location of On- and Off-Campus Activities. Activities were located on-campus in 3 of the 13 counties with activities; and off-campus in specific locations in 7 counties as well as "Within Michigan in Nonspecifiable Locations"; "Outside of Michigan, but Within the Country"; and "Outside of the Country".

F. TYPE AND NUMBER OF CREDITS

Quarter credit (50.4% of the activities) and semester credit (49.5%) were offered for the activities. The number of credits ranged from 1 to 95 plus variable credit. The majority of the total activities were offered for variable credit; and the other activities most frequently for four and three credits.

G. INSTRUCTIONAL TECHNIQUE

The vast majority (79%) of the activities were delivered using the "Independent Study" instructional technique. Other delivery methods used, in rank order of the frequency with which they were used (15.6% to 0.1%), were: Work-Study, Internship; Field Study, Workshop, Institute, Conference; Travel-Study; Other; Course; Broadcast Radio; Credit by Exam; and Correspondence.

H. BEGINNING MONTH

The 1971-72 activities most frequently began in January (26%); September (23%); June (14%); and March (13%); as well as "Anytime" (12%) during the year. Other months or times when activities started, in rank order according to the frequency of beginning activities were: April, August, May (5% , 4%, and 1% respectively); and February and July (each less than 1%). None of the activities began in the months of October, November, and December.

I. CO-SPONSORSHIP

Almost all (99.5%) of the activities were sponsored by a single institution, i.e., one or another of the 14 institutions. Co-sponsorship was limited: less than one percent of the activities were co-sponsored by two or more Council institutions; and less than one percent by two or more institutions Council and non-Council. Co-sponsorship was indicated by Ferris, Northern, Oakland, and Western.

J. FACULTY

The majority of the activities were taught or monitored by institutional faculty - 84%. Supplementary faculty procured elsewhere taught or monitored 1% of the activities; and "Both" institutional and supplementary faculty - 15%.

K. USUAL FREQUENCY OF OFFERING

1. Usual Frequency of Offering Activities in Specified Location. "All year or four or more terms each year" in the specified location is the usual frequency of offering for almost half (49%) of the activities. Other usual offerings, in rank order, are: "Three terms each year" - 23%; "Sporadically or on demand" - 12%; "Two terms each year" - 11%; and "One term each year" - 6%.

A majority or a sizable percentage of their activities are offered "All year or four or more terms each year" by 7 institutions; "Three terms each year" by 2 institutions; and "Sporadically or on demand" by two institutions. The remaining four institutions vary among themselves in the alternative usual offerings of a majority of their activities.

2. Usual Frequency of Offering Subject Matter Activities. The 1,445 activities usually offered, "all year or four or more terms each year", were, in rank order: Social Sciences, Verbal-Linguistic and Humanities, Other, Science, Mathematics, and Engineering, and Education.

The 680 activities offered "three terms each year" were, in rank order: Verbal-Linguistic and Humanities, Social Sciences, Science, Mathematics, and Engineering, Education, and Other.

The 347 activities offered "Sporadically or on demand" were, in rank order: Education, Verbal-Linguistic and Humanities, Social Sciences, Science, Mathematics, and Engineering, and Other.

The 330 activities offered "two terms each year" were, in rank order: Education, Verbal Linguistic and Humanities, Social Sciences, Science, Mathematics, and Engineering, and Other.

The 170 activities offered "one term each year" were, in rank order: Science, Mathematics, and Engineering, Verbal-Linguistic and Humanities, Social Sciences, Education, and Other.

L. ACTIVITY OFFERED IN 1969-70 AND 1970-71

In the 1969-70 and 1970-71 academic years, the percentages of 1971-72 activities offered in the specified locations were 76% and 79%, respectively; not offered - 17% and 15%, respectively; and uncertain as to whether or not they were offered - 7% and 4%, respectively.

H. PLANS TO OFFER ACTIVITIES IN THE FUTURE

1. Plans to Offer Activities. Plans to offer the 1971-72 activities in the specified locations in 1972-73, 1973-74, and 1974-75 were as follows: Positive - 99%, 59%, and 59%, respectively; and Uncertain - 40% (1973-74) and 41% (1974-75).

All 14 institutions plan to offer the majority of their activities in 1972-73 and 11 institutions in 1973-74 and 1974-75 (Michigan State, Oakland, and U of M - Ann Arbor were uncertain for these years).

2. Plans to Offer Subject Matter Activities. Positive plans to offer the activities in 1972-73 were most frequent for Verbal-Linguistic and Humanities activities followed, in rank order, by Social Sciences, Education, Science, Mathematics, and Engineering, and Other; in 1973-74 - Education, Verbal-Linguistic and Humanities, Social Sciences, Science, Mathematics, and Engineering, and Other; in 1974-75 - Science, Mathematics, and Engineering, Education, Verbal-Linguistic and Humanities, Social Sciences, and Other.

Uncertain plans in 1973-74 were most frequent for Science, Mathematics, and Engineering activities followed; in rank order by Other, Verbal-Linguistic and Humanities, Education, and Social Sciences; in 1974-75 - Verbal-Linguistic and Humanities, Social Sciences, Science, Mathematics, and Engineering, Other, and Education.

Appendix C

Table 46

Graduate Level Activities Absolutely Restricted to Only Graduate Students (1971-72 Regular Instructional Program Activities) 14 Council Institutions

Institution	Activities[a] f	Activities[a] %
01 Central Mich U	--	--
02 Eastern Mich U	235	13.5
03 Ferris State C	--	--
04 Grand Valley S C	--	--
05 Lake Superior S C	--	--
06 Mich State U	330	19.0
07 Mich Tech U	52	3.0
08 Northern Mich U	--	--
09 Oakland U	--	--
10 Saginaw Valley C	--	--
11 U of M - Ann Arbor	389	22.4
12 U of M - Dearborn	3	0.2
14 Wayne State U	666	38.3
15 Western Mich U	63	3.6
Total	1738	100.0

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[a] These activities were not included in the analyses of data for the undergraduate external degree program study.

Table 47

PBES Category Designation of Activities
(1971-72 Regular Instructional Program Activities = 2,982)
14 Council Institutions

Institution	PBES Category[a]																						Total Activities	
	Ag & Nat Res		Arts, Hum, Letters		Bio Sci		Bus, Mgmt, Commer		Compu & Info Sci		Educ		Eng, Arch, & Rel Tech Flds		Hlth Sci Profess		Phys Sci & Math		Soc Sci, Area Studs, Hum Serv, Pub Aff		Other		NA			
	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[c]
01 Central Mich U	--	--	76	18.4	15	3.6	18	4.3	--	--	123	29.7	21	5.1	--	--	25	6.0	108	26.1	27	6.5	1	0.2	414	13.9
02 Eastern Mich U	--	--	46	29.7	2	1.3	--	--	--	--	25	16.1	--	--	--	--	12	7.7	49	31.6	5	3.2	16	10.3	155	5.2
03 Ferris State C	--	--	6	6.5	4	4.3	12	13.0	--	--	33	35.9	3	3.3	14	15.2	4	4.3	16	17.4	--	--	--	--	92	3.1
04 Grand Valley S C	--	--	29	28.7	17	16.8	8	7.9	--	--	--	--	--	--	8	7.9	24	23.8	15	14.9	--	--	--	--	101	3.4
05 Lake Superior S C	--	--	1	5.9	6	35.3	2	11.8	--	--	--	--	--	--	--	--	6	35.3	2	11.8	--	--	--	--	17	0.6
06 Mich State U	40	4.6	185	21.3	71	8.2	57	6.6	10	1.2	53	6.1	20	2.3	18	2.1	70	8.1	172	19.8	164	18.9	7	0.8	867	29.1
07 Mich Tech U	2	3.2	8	12.9	5	8.1	--	--	--	--	--	--	33	53.2	3	4.8	10	16.1	--	--	1	1.6	--	--	62	2.1
08 Northern Mich U	--	--	41	39.8	10	9.7	6	5.8	--	--	28	27.2	--	--	--	--	7	6.8	11	10.7	--	--	--	--	103	3.5
09 Oakland U	--	--	58	38.4	--	--	5	3.3	--	--	16	10.6	--	--	--	--	8	5.3	51	33.8	13	8.6	--	--	151	5.1
10 Saginaw Valley C	--	--	37	42.0	3	3.4	2	2.3	2	2.3	6	6.8	10	11.4	--	--	4	4.5	24	27.3	--	--	--	--	88	2.9
11 U of M - Ann Arbor	8	4.5	71	40.1	7	3.9	2	1.1	2	1.1	9	5.1	--	--	--	--	15	8.5	55	31.1	3	1.7	5	2.8	177	5.9
12 U of M - Dearborn	--	--	12	24.0	6	12.0	--	--	--	--	--	--	8	16.0	--	--	5	10.0	19	38.0	--	--	--	--	50	1.7
14 Wayne State U	25	5.8	151	35.3	13	3.0	22	5.1	3	0.7	141	32.9	--	--	--	--	12	2.8	42	9.8	3	0.7	16	3.7	428	14.4
15 Western Mich U	1	0.4	42	15.2	12	4.3	48	17.3	--	--	48	17.3	23	8.3	14	5.1	20	7.2	49	17.7	20	7.2	--	--	277	9.2
Total f & %[c]	76	2.5	763	25.6	171	5.7	182	6.1	17	0.6	482	16.2	118	3.9	57	1.9	222	7.4	613	20.6	236	7.9	45	1.5	2982	100.1

[a] PBES = Program Budget Evaluation System for Higher Education, State of Michigan, February, 1972.

[b] Frequency and percentage of institution's activities.

[c] Frequency and percentage of total activities = 2,982.

Table 48

Subject Matter Categories of Activities
(1971-72 Regular Instructional Program Activities = 2,982)
14 Council Institutions

Institution	Subject[a]																			
	SOCIAL SCIENCES										VERBAL-LINGUISTIC & HUMANITIES									
	Area Studs 03		Psy 20		Pub Aff & Srvs 21		Soc Sci 22		Pub Srv Rel Tech 55		Comm 06		Fine & Appl Arts 10		Foreign Langs 11		Letters 15		Lib Sci 16	
	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]
01 Central Mich U	--	--	29	7.0	--	--	62	15.0	19	4.6	14	3.4	35	8.5	4	1.0	30	7.3	5	1.2
02 Eastern Mich U	--	--	16	10.3	--	--	36	23.2	--	--	12	7.7	34	21.9	--	--	10	6.5	--	--
03 Ferris State C	--	--	--	--	--	--	--	--	4	4.3	--	--	--	--	--	--	--	--	6	6.5
04 Grand Valley S C	--	--	3	3.0	--	--	12	11.9	--	--	--	--	18	17.8	11	10.9	--	--	--	--
05 Lake Superior S C	--	--	--	--	1	5.9	1	5.9	--	--	--	--	1	5.9	--	--	--	--	--	--
06 Mich State U	4	0.5	16	1.8	23	2.7	166	19.1	--	--	33	3.8	59	6.8	61	7.0	82	9.5	--	--
07 Mich Tech U	--	--	--	--	--	--	--	--	--	--	--	--	--	--	3	4.8	5	8.1	--	--
08 Northern Mich U	--	--	1	1.0	2	1.9	9	8.7	--	--	--	--	25	24.3	2	1.9	7	6.8	--	--
09 Oakland U	6	3.9	4	2.7	5	3.3	40	26.5	--	--	--	--	9	5.9	31	20.5	18	11.9	--	--
10 Saginaw Valley C	--	--	6	6.8	--	--	24	27.3	--	--	--	--	16	18.2	6	6.8	9	10.2	--	--
11 U of M - Ann Arbor	18	10.2	7	3.9	--	--	37	20.9	--	--	2	1.1	4	2.3	23	12.9	23	12.9	--	--
12 U of M - Dearborn	--	--	10	20.0	--	--	9	18.0	--	--	--	--	--	--	--	--	12	24.0	--	--
14 Wayne State U	6	1.4	17	4.0	21	5.0	35	8.2	--	--	7	1.6	48	11.2	33	7.7	13	3.0	--	--
15 Western Mich U	2	0.7	6	2.2	15	5.4	26	9.4	--	--	8	2.9	17	6.1	9	3.3	16	5.8	4	1.4
Total f & %[c]	36	1.2	115	3.9	67	2.2	457	15.3	23	0.8	76	2.6	266	8.9	183	6.1	225	7.6	15	0.5

Table continued

Table 48 - continued

14 Council Institutions

Institution	Subject[a]																			
	SCIENCE, MATH, & ENGINEERING																			
	Ag & Nat Res 01		Arch & Envr Des 02		Bio Sci 04		Compu & Info Sci 07		Engin 09		Math 17		Phys Sci 19		Data Proc Tech 51		Mech & Eng Tech 53		Nat Sci Tech 54	
	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]
01 Central Mich U	--	--	2	0.5	15	3.6	--	--	--	--	8	1.9	17	4.1	--	--	--	--	--	--
02 Eastern Mich U	--	--	--	--	2	1.3	--	--	--	--	--	--	12	7.7	--	--	--	--	--	--
03 Ferris State C	--	--	--	--	4	4.3	--	--	--	--	--	--	4	4.3	--	--	3	3.3	--	--
04 Grand Valley S C	--	--	--	--	17	16.8	--	--	--	--	4	4.0	20	19.8	--	--	--	--	--	--
05 Lake Superior S C	--	--	--	--	6	35.3	--	--	--	--	3	17.6	3	17.6	--	--	--	--	--	--
06 Mich State U	28	3.2	8	0.9	59	6.8	10	1.2	--	--	10	1.2	49	5.7	--	--	--	--	20	2.3
07 Mich Tech U	--	--	--	--	8	12.9	--	--	23	37.1	6	9.7	14	22.6	--	--	--	--	3	4.8
08 Northern Mich U	--	--	--	--	9	8.7	--	--	--	--	--	--	7	6.8	--	--	--	--	--	--
09 Oakland U	--	--	--	--	--	--	--	--	--	--	8	5.3	--	--	--	--	--	--	--	--
10 Saginaw Valley C	--	--	--	--	4	4.6	2	2.3	--	--	2	2.3	2	2.3	--	--	--	--	--	--
11 U of M - Ann Arbor	6	3.4	2	1.1	7	3.9	2	1.1	--	--	1	0.6	14	7.9	--	--	--	--	--	--
12 U of M - Dearborn	--	--	--	--	6	12.0	--	--	8	16.0	3	6.0	2	4.0	--	--	--	--	--	--
14 Wayne State U	--	--	1	0.2	10	2.3	3	0.7	--	--	4	0.9	20	4.7	4	0.9	--	--	--	--
15 Western Mich U	1	0.4	--	--	12	4.3	--	--	--	--	4	1.4	16	5.8	--	--	17	6.1	--	--
Total f & %[c]	35	1.2	13	0.4	159	5.3	17	0.6	31	1.0	53	1.8	180	6.0	4	0.1	20	0.7	23	0.8

Table continued

Table 48 - continued

14 Council Institutions

Institution	Subject[a]																		Total Activities[c]	
	OTHER														EDUCATION					
	Bus & Mgmt 05		Hlth Profess 12		Home Ec 13		Mil Sci 18		Interdis Studs 49		Bus & Com Tech 50		Hlth Srvs Paramed Tech 52		Educ 08		No Subj on P.O.[d]			
	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%
01 Central Mich U	7	1.7	3	0.7	10	2.4	1	0.2	--	--	--	--	--	--	153	37.0	--	--	414	13.9
02 Eastern Mich U	--	--	10	6.5	2	1.3	--	--	--	--	--	--	--	--	18	11.6	3	1.9	155	5.2
03 Ferris State C	24	26.1	4	4.3	--	--	--	--	--	--	--	--	10	10.9	33	35.9	--	--	92	3.1
04 Grand Valley S C	8	8.0	8	7.9	--	--	--	--	--	--	--	--	--	--	--	--	--	--	101	3.4
05 Lake Superior S C	2	11.8	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	17	0.6
06 Mich State U	53	6.1	28	3.2	70	8.1	--	--	33	3.8	--	--	--	--	54	6.2	1	0.1	867	29.1
07 Mich Tech U	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	62	2.1
08 Northern Mich U	6	5.8	--	--	9	8.7	--	--	--	--	--	--	--	--	26	25.2	--	--	103	3.5
09 Oakland U	5	3.3	--	--	--	--	--	--	9	5.9	--	--	--	--	16	10.6	--	--	151	5.1
10 Saginaw Valley C	2	2.3	--	--	--	--	--	--	9	10.2	--	--	--	--	6	6.8	--	--	88	2.9
11 U of M - Ann Arbor	2	1.1	--	--	--	--	--	--	3	1.7	1	0.6	--	--	21	11.9	4	2.3	177	5.9
12 U of M - Dearborn	--	--	--	--	--	--	--	--	--	--	--	--	--	---	--	--	--	--	50	1.7
14 Wayne State U	21	4.9	--	--	11	2.6	--	--	3	0.7	--	--	--	--	166	38.8	5	1.2	428	14.4
15 Western Mich U	30	10.8	14	5.1	4	1.4	--	--	--	--	18	6.5	--	--	58	20.9	--	--	277	9.2
Total f & %[c]	160	5.4	67	2.2	106	3.6	1	0.03	57	1.9	19	0.6	10	0.3	551	18.5	13	0.4	2982	100.1

[a] Modified HEGIS categories.

[b] Frequency and percentage of institution's activities.

[c] Frequency and percentage of total activities = 2,982.

[d] Incorrect or no subject on computer printout.

Appendix C

Table 49

Location of Activities
(1971-72 Regular Instructional Program Activities = 2,982)
14 Council Institutions

Institution	Location																			
	Alcona 01		Allegan 03		Benzie 10		Charlevoix 15		Genesee 25		Gratiot 29		Houghton 31		Ingham 33		Isabella 37		Kent 41	
	f	$\%^f$	f	$\%^f$	f	$\%^f$	f	$\%^f$	f	$\%^f$	f	$\%^f$	f	$\%^f$	f	$\%^f$	f	$\%^f$	f	$\%^f$
01 Central Mich U					1	0.2	1	0.2									8	1.9		
02 Eastern Mich U																				
03 Ferris State C																				
04 Grand Valley S C																				
05 Lake Superior S C																				
06 Mich State U	1	0.1	2	0.2					1	0.1					1	0.1			1	0.1
07 Mich Tech U													15	24.2						
08 Northern Mich U																				
09 Oakland U																				
10 Saginaw Valley C																				
11 U of M - Ann Arbor																				
12 U of M - Dearborn																				
14 Wayne State U																				
15 Western Mich U											1	0.4								
Total f & $\%^g$	1	0.03	2	0.07	1	0.03	1	0.03	1	0.03	1	0.03	15	0.5	1	0.03	8	0.3	1	0.03

Table continued

Table 49 - continued

14 Council Institutions

Institution	Location																		Total Activities	
	Oakland 63		Roscommon 72		Saginaw 73		W/in Mich; Loca not Spec[a] 96		Outside Mich; W/in Country[b] 97		Outside Country[c] 98		No Spec Loca[d]		No Loca on P.O.[e]					
	f	%[f]	f	%[f]	f	%[f]	f	%[f]	f	%[f]	f	%[f]	f	%[f]	f	%[f]			f	%[g]
01 Central Mich U			2	0.5			73	17.6	16	3.9	7	1.7	306	73.9					414	13.9
02 Eastern Mich U							9	5.8					146	94.2					155	5.2
03 Ferris State C							52	56.5					40	43.5					92	3.1
04 Grand Valley S C							4	4.0			1	1.0	96	95.0					101	3.4
05 Lake Superior S C							2	11.8					15	88.2					17	0.6
06 Mich State U					1	0.1	84	9.7			4	0.5	771	88.9	1	0.1			867	29.1
07 Mich Tech U							8	12.9	1	1.6			38	61.3					62	2.1
08 Northern Mich U							8	7.8					95	92.2					103	3.5
09 Oakland U	134	88.7					17	11.3											151	5.1
10 Saginaw Valley C							11	12.5					77	87.5					88	2.9
11 U of M - Ann Arbor							38	21.5					139	78.5					177	5.9
12 U of M - Dearborn													50	100.0					50	1.7
14 Wayne State U							149	34.8	1	0.2			272	63.6	6	1.4			428	14.4
15 Western Mich U							84	30.3			3	1.1	188	67.9	1	0.4			277	9.2
Total f & %[g]	134	4.5	2	0.07	1	0.03	539	18.1	18	0.6	15	0.5	2233	74.9	8	0.3			2982	100.1

[a] Within Michigan, but the exact location cannot be specified becuase the activity may be an internship, student teaching, etc. located at several places or schools.

[b] Outside of Michigan, but within the country, i.e. USA "proper" (excludes Alaska and Hawaii).

[c] Outside of the country, i.e. USA "proper" (outside excludes Alaska and Hawaii).

[d] No specific location because the activity could take place anywhere, e.g. independent study or similar activity.

[e] Incorrect or no location on computer printout.

[f] Frequency and percentage of institution's activities.

[g] Frequency and percentage of total activities = 2,982.

Table 50 - continued

14 Council Institutions

Subject	Location Saginaw 73 f	%[e]	W/in Mich; Loca not Spec[a] 96 f	%[e]	Outside Mich; W/in Country 97 f	%[e]	Outside Country 98 f	%[e]	No Spec Loca[b] 99 f	%[e]	No Loca on P.O.[c] f	%[e]	Total Activities f	%[f]
SOCIAL SCIENCES														
03 Area Studs			1	0.2			4	26.7	25	1.1			36	1.2
20 Psy			15	2.8					96	4.3			115	3.9
21 Pub Aff & Srvs			34	6.3					33	1.5			67	2.2
22 Soc Sci			28	5.2	9	50.0	4	26.7	378	16.9			457	15.3
55 Pub Srv Rel Tech			11	2.0					12	0.5			23	0.8
VERB-LING & HUM														
06 Comm			3	0.6	2	11.1			71	3.2			76	2.6
10 Fine & Appl Arts			7	1.3	3	16.7	3	20.0	236	10.6			266	8.9
11 Foreign Langs			1	0.2			2	13.3	149	6.7			183	6.1
15 Letters			4	0.7	2	11.1			197	8.8			225	7.6
16 Lib Sci			6	1.1					9	0.4			15	0.5
SCI, MATH, & ENG														
01 Ag & Nat Res									35	1.6			35	1.2
02 Arch & Envr Des									13	0.6			13	0.4
04 Bio Sci			5	0.9			2	13.3	141	6.3	5	62.5	159	5.3
07 Compu & Info Sci									17	0.8			17	0.6
09 Engin					1	5.6			19	0.9			31	1.0
17 Math									45	2.0			53	1.8
19 Phys Sci			16	3.0	1	5.6			162	7.3	1	12.5	180	6.0
51 Data Proc Tech									4	0.2			4	0.1
53 Mech & Eng Tech			8	1.5					12	0.5			20	0.7
54 Nat Sci Tech			2	0.4					21	0.9			23	0.8
OTHER														
05 Bus & Mgmt			51	9.5					104	4.7			160	5.4
12 Hlth Profess	1	100.0	15	2.8					47	2.1	1	12.5	67	2.2
13 Home Ec			23	4.3					83	3.7			106	3.6
18 Mil Sci			1	0.2									1	0.03
49 Interdis Studs			3	0.6					48	2.1			57	1.9
50 Bus & Comr Tech			11	2.0					8	0.4			19	0.6
52 Hlth Srvs & Paramed Tech			6	1.1					4	0.2			10	0.3
EDUCATION														
08 Educ			290	53.8					249	11.2	1	12.5	551	18.5
No Subj on P.O.[d]									13	0.6			13	0.4
Total f & %[f]	1	0.03	539	18.1	18	0.6	15	0.5	2233	74.9	8	0.3	2982	100.1

[a] Within Michigan, but exact location not specifiable because the activity may have been an internship, student teaching, etc. located at several places or schools.

[b] No specific location because the activity could take place anywhere, e.g., independent study.

[c] Incorrect or no location on computer printout.

[d] Incorrect or no subject on computer printout.

[e] Percentage of total column frequency (e.g., in the Houghton county column, a frequency of 4 is 26.7% of 15).

Interpretation: Of the 15 activities in Houghton county, 26.7% were Letters activities.

[f] Frequency and percentage of total activities = 2,982.

Appendix C

Table 50

Location of Subject Activities
(1971-72 Regular Instructional Program Activities = 2,982)
14 Council Institutions

Subject	Location																							
	Alcona 01		Allegan 03		Benzie 10		Charlevoix 15		Genesee 25		Gratiot 29		Houghton 31		Ingham 33		Isabella 37		Kent 41		Oakland 63		Roscommon 72	
	f	$\%^e$	f	$\%^e$	f	$\%^e$	f	$\%^e$	f	$\%^e$	f	$\%^e$	f	$\%^e$	f	$\%^e$	f	$\%^e$	f	$\%^e$	f	$\%^e$	f	$\%^e$
SOCIAL SCIENCES																								
03 Area Studs																					6	4.5		
20 Psy																					4	3.0		
21 Pub Aff & Srvs																								
22 Soc Sci	1	100.0			1	100.0															36	26.9		
55 Pub Srv Rel Tech																								
VERB-LING & HUM																								
06 Comm																								
10 Fine & Appl Arts																	8	100.0			9	6.7		
11 Foreign Langs																					31	23.1		
15 Letters													4	26.7							18	13.4		
16 Lib Sci																								
SCI, MATH, & ENG																								
01 Ag & Nat Res																								
02 Arch & Envr Des																								
04 Bio Sci			2	100.0			1	100.0			1	100.0											2	100.0
07 Compu & Info Sci																								
09 Engin													11	73.3										
17 Math																					8	6.0		
19 Phys Sci																								
51 Data Proc Tech																								
53 Mech & Eng Tech																								
54 Nat Sci Tech																								
OTHER																								
05 Bus & Mgmt																					5	3.7		
12 Hlth Profess									1	100.0					1	100.0			1	100.0				
13 Home Ec																								
18 Mil Sci																								
49 Interdis Studs.																					6	4.5		
50 Bus & Comr Tech																								
52 Hlth Srvs & Paramed Tech																								
EDUCATION																								
08 Educ																					11	8.2		
No Subj on P.O.[d]																								
Total f & %[f]	1	0.03	2	0.07	1	0.03	1	0.03	1	0.03	1	0.03	15	0.5	1	0.03	8	0.3	1	0.03	134	4.5	2	0.07

Table continued

Appendix C

Table 51

Location of Subject Categories
(1971-72 Regular Instructional Program Activities = 2,932)
14 Council Institutions

Location[a]	Subject Category SOC SCIS	 VERB-LING & HUM	 SCI, MATH, & ENG	 OTHER	 EDUC	Total Categories
01 Alcona	X					1
03 Allegan			X			1
10 Benzie	X					1
15 Charlevoix			X			1
25 Genesee				X		1
29 Gratiot			X			1
31 Houghton		X	X			2
33 Ingham				X		1
37 Isabella		X				1
41 Kent				X		1
63 Oakland	X	X	X	X	X	5
72 Roscommon			X			1
73 Saginaw				X		1
96 Within Mich; Loca Not Spec[b]	X	X	X	X	X	5
97 Outside Mich; W/in Country	X	X	X			3
98 Outside Country	X	X	X			3
99 No Spec Loca[c]	X	X	X	X	X	5
Total Counties	3	3	6	4	1	--
Total Locations	7	7	7	6	3	--

[a] N = 13 counties plus 4 additional locations.

[b] Within Michigan, but exact location not specifiable because the activity may have been an internship, student teaching, etc. located at several places or schools.

[c] No specific location because the activity could take place anywhere, e.g., correspondence.

Appendix C

Table 52

Educational Level Restrictions on Activities
(1971-72 Regular Instructional Program Activities = 2,982)
14 Council Institutions

Institution	Restriction						Total Activities	
	Undergrad		Grad (Open)[a]		Grad (Spec Cond)[b]			
	f	%[c]	f	%[c]	f	%[c]	f	%[d]
01 Central Mich U	105	25.4	114	27.5	195	47.1	414	13.9
02 Eastern Mich U	134	86.5	21	13.5	--	--	155	5.2
03 Ferris State C	92	100.0	--	--	--	--	92	3.1
04 Grand Valley S C	101	100.0	--	--	--	--	101	3.4
05 Lake Superior S C	17	100.0	--	--	--	--	17	0.6
06 Mich State U	494	57.0	--	--	373	43.0	867	29.1
07 Mich Tech U	53	85.4	--	--	9	14.5	62	2.1
08 Northern Mich U	46	44.7	13	12.6	44	42.7	103	3.5
09 Oakland U	134	88.7	--	--	17	11.3	151	5.1
10 Saginaw Valley C	88	100.0	--	--	--	--	88	2.9
11 U of M - Ann Arbor	96	54.2	2	1.1	79	44.6	177	5.9
12 U of M - Dearborn	46	92.0	2	4.0	2	4.0	50	1.7
14 Wayne State U	407	95.1	21	4.9	--	--	428	14.4
15 Western Mich U	137	49.5	94	33.9	46	16.6	277	9.2
Total f & %[d]	1950	65.4	267	9.0	765	25.7	2982	100.1

[a] Graduate level activity which is usually open to some levels of undergraduates without restriction.

[b] Graduate level activity which is usually available to some levels of undergraduates who meet special conditions.

[c] Frequency and percentage of institution's activities.

Appendix C

Table 53

Educational Level of the Activities
(1971-72 Regular Instructional Program Activities = 2,982)
14 Council Institutions

Institution	Educational Level[a]										Total Activities	
	Fr		Soph		Jr		Sr		Grad			
	f	%[c]	f	%[c]	f	%[c]	f	%[c]	f	%[c]	f	%[b]
01 Central Mich U	5	1.2	17	4.1	201	48.5	197	47.5	311	75.1	414	13.9
02 Eastern Mich U	18	11.6	17	11.0	27	17.4	113	72.9	21	13.5	155	5.2
03 Ferris State C	6	6.5	22	23.9	13	14.1	70	76.1	--	--	92	3.1
04 Grand Valley S C	1	1.0	1	1.0	54	53.5	101	100.0	--	--	101	3.4
05 Lake Superior S C	--	--	1	5.9	1	5.9	16	94.1	--	--	17	0.6
06 Mich State U	14	1.6	93	10.7	197	22.7	385	44.4	377	43.5	867	29.1
07 Mich Tech U	10	16.1	12	19.4	12	19.4	47	75.8	13	21.0	62	2.1
08 Northern Mich U	8	7.8	11	10.7	46	44.7	61	59.2	94	91.3	103	3.4
09 Oakland U	--	--	21	13.9	25	16.6	86	57.0	19	12.6	151	5.1
10 Saginaw Valley C	3	3.4	3	3.4	10	11.4	72	81.8	--	--	88	2.9
11 U of M - Ann Arbor	3	1.7	10	5.6	53	29.9	161	91.0	86	48.6	177	5.9
12 U of M - Dearborn	--	--	--	--	42	84.0	50	100.0	4	8.0	50	1.7
14 Wayne State U	2	0.5	15	3.5	352	82.2	394	92.1	63	14.7	428	14.3
15 Western Mich U	--	--	6	2.2	23	8.3	263	94.9	140	50.5	277	9.3
Total f & %[d]	70	2.3	229	7.7	1056	35.4	2026	67.9	1120	37.6	2982	100.0

[a] Educational levels are not mutually exclusive categories. Therefore, frequencies do not add to total activities and percentages do not total 100.

[b] Frequency and percentage of total activities = 2,982.

[c] Frequency and percentage of institution's activities at a given educational level.

[d] Frequency and percentage of total activities at a given educational level.

Table 54

Educational Level Restriction on Subject Matter Activities
(1971-72 Regular Instructional Program Activities = 2,982)
14 Council Institutions

Subject	Level and Restriction							
	Undergrad		Grad (Open)[a]		Grad (Spec Cond)[b]		Total Activities	
	f	%[c]	f	%[c]	f	%[c]	f	%[d]
SOCIAL SCIENCES								
03 Area Studs	29	1.5	2	0.7	5	0.7	36	1.2
20 Psy	67	3.4	18	6.7	30	4.0	115	3.9
21 Pub Aff & Srvs	46	2.4	6	2.2	15	2.0	67	2.2
22 Soc Sci	269	13.8	34	12.7	154	20.1	457	15.3
55 Pub Srv Rel Tech	12	0.6	3	1.1	8	1.0	23	0.8
VERB-LING & HUM								
06 Comm	46	2.4	9	3.4	21	2.7	75	2.6
10 Fine & Appl Arts	197	10.1	36	13.5	33	4.3	266	8.9
11 Foreign Langs	146	7.5	11	4.1	26	3.4	183	6.1
15 Letters	156	8.0	9	3.4	60	7.8	225	7.6
16 Lib Sci	6	0.3	6	2.2	3	0.4	15	0.5
SCI, MATH, & ENG								
01 Ag & Nat Res	13	0.7	--	--	22	2.9	35	1.2
02 Arch & Envr Des	5	0.3	--	--	8	1.0	13	0.4
04 Bio Sci	90	4.6	20	7.5	49	6.4	159	5.3
07 Compu & Info Sci	9	0.5	--	--	8	1.0	17	0.6
09 Engin	25	1.3	2	0.7	4	0.5	31	1.0
17 Math	33	1.7	--	--	20	2.6	53	1.8
19 Phys Sci	128	6.6	14	5.2	38	5.0	180	6.0
51 Data Proc Tech	4	0.2	--	--	--	--	4	0.1
53 Mech & Eng Tech	16	0.8	4	1.5	--	--	20	0.7
54 Nat Sci Tech	7	0.4	--	--	16	2.1	23	0.8
OTHER								
05 Bus & Mgmt	122	6.3	8	3.0	30	3.9	160	5.4
12 Hlth Profess	45	2.3	--	--	22	2.9	67	2.2
13 Home Ec	47	2.4	13	4.9	46	6.0	106	3.6
18 Mil Sci	--	--	1	0.4	--	--	1	0.03
49 Interdis Studs	55	2.8	--	--	2	0.3	57	1.9
50 Bus & Comr Tech	15	0.8	4	1.5	--	--	19	0.6
52 Hlth Srvs & Paramed Tech	10	0.5	--	--	--	--	10	0.3
EDUCATION								
08 Educ	339	17.4	67	25.1	145	19.0	551	18.5
No Subj on P.O.[e]	13	0.7	--	--	--	--	13	0.4
Total f & %[d]	1950	65.4	267	9.0	765	25.7	2982	100.0

[a] Graduate level activity which is usually open to some levels of undergraduates without restriction.

[b] Graduate level activity which is usually available to some levels of undergraduates who meet special conditions.

[c] Percentage of total column frequency (e.g., in the "Undergrad" column, a frequency of 29 is 1.5% of 1,950).

Interpretation: Of the 1,950 undergraduate activities 1.5% are "Area Studies" activities.

[d] Frequency and percentage of total activities = 2,982.

[e] Incorrect or no subject on computer printout.

Appendix C

Table 55

Educational Level of Subject Activities
(1971-72 Regular Instructional Program Activities = 2,982)
14 Council Institutions

Subject	Educational Level[a]										Total Activities	
	Fr		Soph		Jr		Sr		Grad			
	f	%[c]	f	%[c]	f	%[c]	f	%[c]	f	%[c]	f	%[b]
SOCIAL SCIENCES												
03 Area Studs	1	1.4	--	--	17	1.6	32	1.6	8	0.7	36	1.2
20 Psy	--	--	11	4.8	50	4.7	57	2.8	49	4.3	115	3.9
21 Pub Aff & Srvs	--	--	10	4.4	10	0.9	39	1.9	24	2.1	67	2.2
22 Soc Sci	5	7.1	24	10.5	132	12.5	301	14.9	192	17.0	457	15.3
55 Pub Srv Rel Tech	4	5.7	5	2.2	10	0.9	10	0.5	11	1.0	23	0.8
VERB-LING & COMM												
06 Comm	4	5.7	8	3.5	28	2.7	42	2.1	30	2.7	76	2.6
10 Fine & Appl Arts	24	34.3	39	17.0	125	11.8	205	10.2	87	7.7	266	8.9
11 Foreign Langs	7	10.0	26	11.4	57	5.4	132	6.5	46	4.1	183	6.1
15 Letters	8	11.4	38	16.6	82	7.8	143	7.1	69	6.1	225	7.6
16 Lib Sci	--	--	6	2.6	2	0.2	6	0.3	9	0.8	15	0.5
SCI, MATH, & ENG												
01 Ag & Nat Res	--	--	--	--	8	0.8	19	0.9	22	2.0	35	1.2
02 Arch & Envr Des	--	--	--	--	1	0.1	7	0.3	8	0.7	13	0.4
04 Bio Sci	1	1.4	--	--	69	6.5	116	5.8	71	6.3	159	5.3
07 Compu & Info Sci	--	--	--	--	7	0.7	11	0.5	8	0.7	17	0.6
09 Engin	4	5.7	4	1.7	5	0.5	25	1.2	10	0.9	31	1.0
17 Math	--	--	--	--	11	1.0	37	1.8	22	2.0	53	1.8
19 Phys Sci	4	5.7	1	0.4	53	5.0	146	7.2	54	4.8	180	6.0
51 Data Proc Tech	--	--	--	--	4	0.4	4	0.2	--	--	4	0.1
53 Mech & Eng Tech	2	2.9	2	0.9	5	0.5	18	0.9	4	0.4	20	0.7
54 Nat Sci Tech	--	--	2	0.9	4	0.4	5	0.2	16	1.4	23	0.8
OTHER												
05 Bus & Mgmt	--	--	7	3.1	50	4.7	125	6.2	42	3.7	160	5.4
12 Hlth Profess	--	--	3	1.3	10	0.9	41	2.0	22	2.0	67	2.2
13 Home Ec	1	1.4	1	0.4	36	3.4	58	2.0	59	5.2	106	3.6
18 Mil Sci	--	--	--	--	1	0.1	1	0.0	1	0.1	1	0.03
49 Interdis Studs	3	4.3	16	7.0	16	1.5	26	1.3	2	0.2	57	1.9
50 Bus & Comr Tech	--	--	3	1.3	4	0.4	16	0.8	4	0.4	19	0.6
52 Hlth Srvs & Paramed Tech	--	--	6	2.6	--	--	4	0.2	--	--	10	0.3
EDUCATION												
08 Educ	2	2.9	13	5.7	249	23.6	381	18.9	258	22.9	551	18.5
No Subj on P.O.[e]	--	--	4	1.7	10	0.9	19	0.9	--	--	13	0.4
Total f & %[d]	70	2.3	229	7.7	1056	35.4	2026	67.9	1128	37.8	2982	99.9

[a] Educational levels are not mutually exclusive categories.

[b] Actual observed frequency and percentage of total subject activities = 2,982.

[c] Frequency and percentage of subject activities at a given educational level.

[d] Frequency and percentage of total activities (2,982) at a given educational level.

[e] Incorrect or no subject on computer printout.

Appendix C

Table 56

Location of Activities by Educational Level
(1971-72 Regular Instructional Program Activities = 2,982)
14 Council Institutions

Educational Level[a]	Location Alcona 01 f	 %[c]	 Allegan 03 f	 %[c]	 Benzie 10 f	 %[c]	 Charlevoix 15 f	 %[c]	 Genesee 25 f	 %[c]	 Gratiot 29 f	 %[c]	 Houghton 31 f	 %[c]	 Ingham 33 f	 %[c]	 Isabella 37 f	 %[c]	 Kent 41 f	 %[c]
Fr	--	--	--	--	--	--	--	--	--	--	--	--	4	26.7	--	--	--	--	--	--
Soph	--	--	--	--	--	--	--	--	--	--	--	--	4	26.7	--	--	--	--	--	--
Jr	--	--	--	--	1	100.0	1	100.0	--	--	--	--	4	26.7	--	--	8	100.0	--	--
Sr	1	100.0	--	--	1	100.0	1	100.0	--	--	1	100.0	11	73.3	--	--	8	100.0	--	--
Grad	--	--	2	100.0	1	100.0	--	--	1	100.0	1	100.0	4	26.7	1	100.0	8	100.0	1	100.0
Total f & %[b]	1	0.03	2	0.07	1	0.03	1	0.03	1	0.03	1	0.03	15	0.5	1	0.03	8	0.3	1	0.03

Educational Level[a]	Location Oakland 63 f	 %[c]	 Roscommon 72 f	 %[c]	 Saginaw 73 f	 %[c]	 W/in Mich; Loca not Spec[e] 96 f	 %[c]	 Outside Mich; W/in Country 97 f	 %[c]	 Outside Country 98 f	 %[c]	 No Spec Loca[f] 99 f	 %[c]	 No Loca on P.O.[g] f	 %[c]	Total Activities f	 %[d]
Fr	--	--	--	--	--	--	12	2.2	--	--	1	6.7	53	2.4	--	--	70	2.3
Soph	13	9.7	--	--	--	--	54	10.1	3	16.7	1	6.7	154	6.9	--	--	229	7.7
Jr	21	15.7	2	100.0	--	--	232	43.0	14	77.8	8	53.3	749	33.5	6	75.0	1056	35.4
Sr	83	61.9	2	100.0	--	--	390	72.4	15	83.3	15	100.0	1296	58.0	7	88.0	2016	67.6
Grad	17	12.7	1	50.0	1	100.0	142	26.3	6	33.3	8	53.3	803	36.0	1	13.0	1128	37.8
Total f & %[b]	134	4.5	2	0.07	1	0.03	539	18.1	18	0.6	15	0.5	2233	74.9	8	0.3	2982	---

[a] Educational levels are not mutually exclusive categories.

[b] Actual observed frequency and percentage of activities in a given location (of the total activities = 2,982).

[c] Percentage of total column frequency (e.g., in the Roscommon county column, a frequency of 1 is 50% of 2).
Interpretation: Of the 2 activities in Roscommon county, 50% were Graduate level activities.

[d] Frequency and percentage of activities at a given educational level.

[e] Within Michigan, but exact location not specifiable because the activity may have been an internship, student teaching, etc. located at several places or schools.

[f] No specific location because the activity could take place anywhere, e.g., independent study.

[g] Incorrect or no location on computer printout.

Appendix C

Table 57

On- and Off-Campus Location of Activities
(1971-72 Regular Instructional Program Activities = 2,982)
14 Council Institutions

Institution	On- or Off-Campus								Total Activities	
	On		Off (Spec Loca)[a]		Off (Non-Spec)[b]		NA			
	f	%[c]	f	%[c]	f	%[c]	f	%[c]	f	%[d]
01 Central Mich U	14	3.4	96	23.2	303	73.2	1	0.2	414	13.9
02 Eastern Mich U	--	--	7	4.5	148	95.5	--	--	155	5.2
03 Ferris State C	--	--	52	56.5	40	43.5	--	--	92	3.1
04 Grand Valley S C	--	--	8	7.9	93	92.1	--	--	101	3.4
05 Lake Superior S C	--	--	1	5.9	16	94.1	--	--	17	0.6
06 Mich State U	--	--	92	10.6	775	89.4	--	--	867	29.1
07 Mich Tech U	7	11.3	9	14.5	46	74.2	--	--	62	2.1
08 Northern Mich U	10	9.7	10	9.7	81	78.6	2	1.9	103	3.4
09 Oakland U	138	91.4	13	8.6	--	--	--	--	151	5.1
10 Saginaw Valley C	--	--	3	3.4	85	96.6	--	--	88	2.9
11 U of M - Ann Arbor	--	--	37	20.9	140	79.1	--	--	177	5.9
12 U of M - Dearborn	--	--	--	--	50	100.0	--	--	50	1.7
14 Wayne State U	6	1.4	151	35.3	271	63.3	--	--	428	14.3
15 Western Mich U	--	--	86	31.0	181	65.3	10	3.6	277	9.3
Total f & %[d]	175	5.9	565	18.9	2229	74.7	13	0.4	2982	100.0

[a] Off-campus from one of the sponsoring council institutions and in a specific location, such as a high school, or the campus of a non-council institution.

[b] Off-campus in a non-specific location (i.e., activity could take place anywhere because independent study or a similar activity).

[c] Frequency and percentage of institution's activities.

[d] Frequency and percentage of total activities = 2,982.

Table 58

On- and Off-Campus Location of Subject Activities
(1971-72 Regular Instructional Program Activities = 2,982)
14 Council Institutions

Subject	On- or Off-Campus								Total Activities	
	On		Off (Specific)[a]		Off (Non-Spec)[b]		NA			
	f	%[d]	f	%[d]	f	%[d]	f	%[d]	f	%[c]
SOCIAL SCIENCES										
03 Area Studs	6	3.4	7	1.2	23	1.0	--	--	36	1.2
20 Psy	4	2.3	16	2.8	95	4.3	--	--	115	3.9
21 Pub Aff & Srvs	--	--	33	5.8	34	1.5	--	--	67	2.2
22 Soc Sci	40	22.9	37	6.5	379	17.0	1	7.7	457	15.3
55 Pub Srv Rel Tech	--	--	11	1.9	12	0.5	--	--	23	0.8
VERB-LING & HUM										
06 Comm	2	1.1	3	0.5	71	3.2	--	--	76	2.6
10 Fine & Appl Arts	27	15.4	12	2.1	225	10.1	2	15.4	266	8.9
11 Foreign Langs	31	17.7	6	1.1	146	6.6	--	--	183	6.1
15 Letters	23	13.1	6	1.1	196	8.8	--	--	225	7.6
16 Lib Sci	--	--	6	1.1	9	0.4	--	--	15	0.5
SCI, MATH, & ENG										
01 Ag & Nat Res	--	--	--	--	35	1.6	--	--	35	1.2
02 Arch & Envr Des	--	--	--	--	13	0.6	--	--	13	0.4
04 Bio Sci	5	2.9	11	2.0	143	6.4	--	--	159	5.3
07 Compu & Info Sci	--	--	--	--	17	0.8	--	--	17	0.6
09 Engin	3	1.7	1	0.2	27	1.2	--	--	31	1.0
17 Math	8	4.6	--	--	45	2.0	--	--	53	1.8
19 Phys Sci	3	1.7	16	2.8	161	7.2	--	--	180	6.0
51 Data Proc Tech	--	--	--	--	4	0.2	--	--	4	0.1
53 Mech & Eng Tech	--	--	8	1.4	12	0.5	--	--	20	0.7
54 Nat Sci Tech	--	--	2	0.4	21	0.9	--	--	23	0.8
OTHER										
05 Bus & Mgmt	5	2.9	46	8.1	106	4.8	3	23.1	160	5.4
12 Hlth Profess	--	--	19	3.4	48	2.2	--	--	67	2.2
13 Home Ec	--	--	24	4.3	82	3.7	--	--	106	3.6
18 Mil Sci	--	--	--	<1--	1	0.0	--	--	1	0.03
49 Interdis Studs	6	3.4	5	0.9	46	2.1	--	--	57	1.9
50 Bus & Comr Tech	--	--	11	1.9	8	0.4	--	--	19	0.6
52 Hlth Srvs & Paramed Tech	--	--	6	1.1	4	0.2	--	--	10	0.3
EDUCATION										
08 Educ	13	7.4	279	49.4	252	11.3	7	53.8	551	18.5
No Subj on P.O.[e]	--	--	--	--	13	0.6	--	--	13	0.4
Total f & %[c]	176	5.9	565	18.9	2228	74.7	13	0.4	2982	99.9

[a] Off-campus from one of the sponsoring Council institutions, and in a specific location such as a center, high school, or the campus of a non-Council institution.

[b] Off-campus in a non-specific location (e.g., independent study or similar activity).

[c] Percentage of total activities = 2,982.

[d] Percentage of total column frequency (e.g., in the "On" column, a frequency of 6 is 3.4% of 175).

Interpretation: Of the 175 On-Campus activities, 3.4% were Area Studies subject activities.

[e] Incorrect or no subject on computer printout.

Table 59

Location of On- and Off-Campus Activities
(1971-72 Regular Instructional Program Activities = 2,982)
14 Council Institutions

On-Off Campus	Location: Alcona 01		Allegan 03		Benzie 10		Charlevoix 15		Genesee 25		Gratiot 29		Houghton 31		Ingham 33		Isabella 37		Kent 41	
	f	$\%^f$	f	$\%^f$	f	$\%^f$	f	$\%^f$	f	$\%^f$	f	$\%^f$	f	$\%^f$	f	$\%^f$	f	$\%^f$	f	$\%^f$
On													6	40.0			8	100.0		
Off - specific[a]	1	100.0	2	100.0			1	100.0	1	100.0	1	100.0			1	100.0			1	100.0
Off - anywhere[b]					1	100.0							9	60.0						
N.A.																				
Total f & $\%^g$	1	0.03	2	0.07	1	0.03	1	0.03	1	0.03	1	0.03	15	0.5	1	0.03	8	0.3	1	0.03

On-Off Campus	Location: Oakland 63		Roscommon 72		Saginaw 73		W/in Mich; No Loca Spec[c] 96		Outside Mich; W/in Country 97		Outside Country 98		No Spec Loca[d] 99		No Loca on P.O.[e]		Total Activities	
	f	$\%^f$	f	$\%^f$	f	$\%^f$	f	$\%^f$	f	$\%^f$	f	$\%^f$	f	$\%^f$	f	$\%^f$	f	$\%^g$
On	134	100.0					8	1.5					13	0.6	6	75.0	175	5.7
Off - specific[a]			2	100.0	1	100.0	498	92.4	18	100.0	15	100.0	26	1.2			565	18.6
Off - anywhere[b]							27	5.0					2189	98.0	1	12.5	2229	73.3
N.A.							6	1.1					5	0.2	1	12.5	73	2.4
Total f & $\%^g$	134	4.5	2	0.4	1	0.03	539	18.1	18	0.6	15	0.5	2233	74.9	8	0.3	2982	100.0

[a] Off-campus from one of the sponsoring Council institutions, and in a specific center, school, or the campus of a non-Council institution.

[b] Off-campus in a non-specific location (e.g., the activity could take place anywhere because independent study or similar activity.

[c] Within Michigan, but exact location not specifiable because the activity may have been an internship, student teaching, or similar activity located at several places or schools.

[d] No specific location because the activity could take place anywhere, e.g., independent study. The data are inconsistent for 39 of these activities.

[e] Incorrect or no location on computer printout.

[f] Percentage of total column frequency (e.g., in the Houghton county column, a frequency of 6 is 40% of 15).
Interpretation: Of the 15 Houghton county activities, 40% were On-Campus.

[g] Frequency and percentage of total activities = 2,982.

Appendix C

Table 60

Type of Credits Offered for the Activities
(1971-72 Regular Instructional Program Activities = 2,982)
14 Council Institutions

Institution	Type of Credits						Total Activities	
	Quarter		Semester		NA			
	f	%[a]	f	%[a]	f	%[a]	f	%[b]
01 Central Mich U	--	--	414	100.0	--	--	414	13.9
02 Eastern Mich U	--	--	155	100.0	--	--	155	5.2
03 Ferris State C	92	100.0	--	--	--	--	92	3.1
04 Grand Valley S C	101	100.0	--	--	--	--	101	3.4
05 Lake Superior S C	17	100.0	--	--	--	--	17	0.6
06 Mich StateU	866	99.9	--	--	1	0.1	867	29.1
07 Mich Tech U	--	--	62	100.0	--	--	62	2.1
08 Northern Mich U	--	--	103	100.0	--	--	103	3.4
09 Oakland U	--	--	150	99.3	1	0.7	151	5.1
10 Saginaw Valley C	--	--	88	100.0	--	--	88	2.9
11 U of M - Ann Arbor	--	--	176	99.4	1	0.6	177	5.9
12 U of M - Dearborn	--	--	50	100.0	--	--	50	1.7
14 Wayne State U	428	100.0	--	--	--	--	428	14.3
15 Western Mich U	--	--	277	100.0	--	--	277	9.3
Total f & %[b]	1504	50.4	1475	49.5	3	0.1	2982	100.0

[a] Frequency and percentage of institution's activities.

[b] Frequency and percentage of total activities = 2,982.

Appendix C

Table 61

Number of Credits Offered for the Activities
(1971-72 Regular Instructional Program Activities = 2,982)
14 Council Institutions

Institution	Number of Credits 01		02		03		04		05		06		08		09		10,11	
	f	$\%^b$	f	$\%^b$	f	$\%^b$	f	$\%^b$	f	$\%^b$	f	$\%^b$	f	$\%^b$	f	$\%^b$	f	$\%^b$
01 Central Mich U	27	6.5	68	16.4	48	11.6	23	5.6	10	2.4	50	12.1	1	0.2	--	--	--	--
02 Eastern Mich U	27	17.4	22	14.2	1	0.6	--	--	--	--	--	--	--	--	--	--	--	--
03 Ferris State C	--	--	6	6.5	--	--	8	8.7	2	2.2	--	--	6	6.5	13	14.1	--	--
04 Grand Valley S C	--	--	3	3.0	--	--	--	--	6	5.9	--	--	--	--	--	--	--	--
05 Lake Superior S C	--	--	--	--	6	35.3	5	29.4	--	--	--	--	--	--	--	--	--	--
06 Mich State U	48	5.5	4	0.5	23	2.7	20	2.3	--	--	--	--	--	--	--	--	1	0.1
07 Mich Tech U	3	4.8	4	6.5	8	12.9	--	--	--	--	--	--	2	3.2	--	--	1	1.6
08 Northern Mich U	9	8.7	18	17.5	10	9.7	50	48.5	--	--	--	--	--	--	--	--	--	--
09 Oakland U	--	--	--	--	--	--	51	33.8	--	--	--	--	10	6.6	1	0.7	--	--
10 Saginaw Valley C	--	--	--	--	29	33.0	--	--	--	--	--	--	--	--	--	--	--	--
11 U of M - Ann Arbor	12	6.8	21	11.9	29	16.4	8	4.5	--	--	--	--	--	--	--	--	--	--
12 U of M - Dearborn	--	--	6	12.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--
14 Wayne State U	--	--	10	2.3	10	2.3	96	22.4	5	1.2	--	--	44	10.3	--	--	1	0.2
15 Western Mich U	1	0.4	28	10.1	40	14.4	4	1.4	4	1.4	--	--	--	--	2	0.7	--	--
Total f & $\%^c$	127	4.3	190	6.4	204	6.8	265	8.9	27	0.9	50	1.7	63	2.1	16	0.5	3	0.1

Institution	Number of Credits 12,13		15		17,18		20,22		40,42,49		80,90,95		Variable[a]		NA		Total Activities	
	f	$\%^b$	f	$\%^b$	f	$\%^b$	f	$\%^b$	f	$\%^b$	f	$\%^b$	f	$\%^b$	f	$\%^b$	f	$\%^c$
01 Central Mich U	1	0.2	1	0.2	--	--	--	--	--	--	1	0.2	183	44.2	1	0.2	414	13.9
02 Eastern Mich U	--	--	--	--	--	--	--	--	--	--	--	--	105	67.7	--	--	155	5.2
03 Ferris State C	9	9.8	4	4.3	--	--	--	--	--	--	--	--	44	47.8	--	--	92	3.1
04 Grand Valley S C	--	--	--	--	--	--	1	1.0	--	--	--	--	91	90.1	--	--	101	3.4
05 Lake Superior S C	--	--	--	--	--	--	--	--	--	--	--	--	6	35.3	--	--	17	0.6
06 Mich State U	--	--	3	0.3	7	0.8	--	--	--	--	4	0.5	757	87.3	--	--	867	29.1
07 Mich Tech U	--	--	2	3.2	--	--	1	1.6	--	--	--	--	41	66.1	--	--	62	2.1
08 Northern Mich U	--	--	--	--	--	--	--	--	--	--	--	--	16	15.5	--	--	103	3.5
09 Oakland U	3	2.0	--	--	--	--	--	--	--	--	--	--	86	57.0	--	--	151	5.1
10 Saginaw Valley C	--	--	--	--	--	--	--	--	--	--	1	1.1	58	65.9	--	--	88	2.9
11 U of M - Ann Arbor	--	--	1	0.6	--	--	1	0.6	--	--	--	--	105	59.3	--	--	177	5.9
12 U of M - Dearborn	--	--	--	--	--	--	--	--	5	1.2	--	--	44	88.0	--	--	50	1.7
14 Wayne State U	3	0.7	--	--	--	--	--	--	--	--	--	--	254	59.3	--	--	428	14.4
15 Western Mich U	--	--	--	--	--	--	--	--	--	--	--	--	198	71.5	--	--	277	9.2
Total f & $\%^c$	16	0.5	11	0.4	7	0.2	3	0.1	5	0.2	6	0.2	1988	66.7	1	0.03	2982	100.1

[a] Credit given was variable.

[b] Frequency and percentage of institution's activities.

[c] Frequency and percentage of total activities = 2,982.

Table 62

Number of Credits Offered for the Subject Activities
(1971-72 Regular Instructional Program Activities = 2,982)
14 Council Institutions

Subject	Number of Credits																	
	01		02		03		04		05		06		08		09		10,11	
	f	%^{b}	f	%^{b}	f	%^{b}	f	%^{b}	f	%^{b}	f	%^{b}	f	%^{b}	f	%^{b}	f	%^{b}
SOCIAL SCIENCES																		
03 Area Studs	--	--	--	--	8	3.9	6	2.3	--	--	--	--	--	--	--	--	--	--
20 Psy	5	3.9	3	1.6	4	2.0	35	13.2	--	--	11	22.0	--	--	--	--	--	--
21 Pub Aff & Srvs	--	--	--	--	16	7.8	5	1.9	--	--	--	--	5	7.9	--	--	1	33.3
22 Soc Sci	16	12.6	17	8.9	27	13.2	41	15.5	1	3.7	4	8.0	--	--	--	--	1	33.3
55 Pub Srv Rel Tech	4	3.1	2	1.1	--	--	5	1.9	--	--	2	4.0	--	--	--	--	--	--
VERB-LING & HUM																		
06 Comm	11	8.7	3	1.6	2	1.0	4	1.5	--	--	2	4.0	--	--	--	--	--	--
10 Fine & Appl Arts	23	18.1	18	9.5	22	10.8	54	20.4	--	--	1	2.0	--	--	--	--	--	--
11 Foreign Langs	3	2.4	5	2.6	11	5.4	14	5.3	6	22.2	--	--	--	--	--	--	--	--
15 Letters	27	21.3	--	--	32	15.7	20	7.5	--	--	4	8.0	--	--	1	6.3	--	--
16 Lib Sci	--	--	9	4.7	1	0.5	--	--	--	--	--	--	--	--	--	--	--	--
SCI, MATH, & ENG																		
01 Ag & Nat Res	--	--	1	0.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--
02 Arch & Envr Des	--	--	2	1.1	--	--	--	--	--	--	--	--	--	--	--	--	--	--
04 Bio Sci	7	5.5	8	4.2	8	3.9	10	3.8	--	--	1	2.0	--	--	--	--	--	--
07 Compu & Info Sci	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
09 Engin	--	--	4	2.1	1	0.5	--	--	--	--	--	--	--	--	--	--	--	--
17 Math	--	--	--	--	3	1.5	--	--	--	--	1	2.0	--	--	--	--	--	--
19 Phys Sci	5	3.9	21	11.1	4	2.0	14	5.3	--	--	2	4.0	1	1.6	--	--	--	--
51 Data Proc Tech	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
53 Mech & Eng Tech	--	--	5	2.6	4	2.0	--	--	2	7.4	--	--	--	--	--	--	--	--
54 Nat Sci Tech	--	--	--	--	--	--	--	--	--	--	--	--	1	1.6	--	--	1	33.3
OTHER																		
05 Bus & Mgmt	2	1.6	4	2.1	8	3.9	17	6.4	--	--	1	2.0	4	6.3	--	--	--	--
12 Hlth Profess	1	0.8	3	1.6	9	4.4	--	--	--	--	--	--	--	--	--	--	--	--
13 Home Ec	--	--	5	2.6	--	--	3	1.1	--	--	1	2.0	--	--	--	--	--	--
18 Mil Sci	--	--	1	0.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--
49 Interdis Studs	9	7.1	--	--	9	4.4	9	3.4	--	--	--	--	--	--	--	--	--	--
50 Bus & Comr Tech	--	--	--	--	7	3.4	--	--	--	--	--	--	--	--	--	--	--	--
52 Hlth Srvs & Paramed Tech	--	--	--	--	--	--	--	--	--	--	--	--	2	3.2	--	--	--	--
EDUCATION																		
08 Educ	14	11.0	79	41.6	24	11.8	27	10.2	18	66.7	20	40.0	50	79.4	15	93.8	--	--
No Subj on P.O.^{d}	--	--	--	--	4	2.0	1	0.4	--	--	--	--	--	--	--	--	--	--
Total f & %^{c}	127	4.3	190	6.4	204	6.8	265	8.9	27	0.9	50	1.7	63	2.1	16	0.5	3	0.1

Table continued

Table 62 - continued

14 Council Institutions

Subject	Number of Credits																Total Activities	
	12,13		15		17,18		20,22		40,42,49		80,90,95		Variable[a]		NA			
	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[c]
SOCIAL SCIENCES																		
03 Area Studs	--	--	--	--	--	--	--	--	--	--	--	--	22	1.1	--	--	36	1.2
20 Psy	--	--	--	--	--	--	--	--	--	--	--	--	57	2.9	--	--	115	3.9
21 Pub Aff & Srvs	-	-	--	--	--	--	--	--	--	--	--	--	40	2.0	--	--	67	2.2
22 Soc Sci	1	6.3	3	27.3	--	--	--	--	--	--	--	--	346	17.4	--	--	457	15.3
55 Pub Srv Rel Tech	--	--	--	--	--	--	--	--	--	--	--	--	10	0.5	--	--	23	0.8
VERB-LING & HUM																		
06 Comm	--	--	--	--	--	--	--	--	--	--	--	--	54	2.7	--	--	76	2.6
10 Fine & Appl Arts	--	--	--	--	--	--	--	--	--	--	--	--	148	7.4	--	--	266	8.9
11 Foreign Langs	--	--	--	--	--	--	--	--	--	--	4	66.7	140	7.0	--	--	783	6.1
15 Letters	--	--	--	--	--	--	--	--	--	--	1	16.7	140	7.0	--	--	225	7.6
16 Lib Sci	--	--	--	--	--	--	--	--	--	--	--	--	4	0.2	1	100.0	15	0.5
SCI, MATH, & ENG																		
01 Ag & Nat Res	--	--	--	--	--	--	--	--	--	--	--	--	34	1.7	--	--	35	1.2
02 Arch & Envr Des	--	--	--	--	--	--	--	--	--	--	--	--	11	0.6	--	--	13	0.4
04 Bio Sci	--	--	2	18.2	--	--	1	33.3	5	100.0	--	--	117	5.9	--	--	159	5.3
07 Compu & Info Sci	--	--	--	--	--	--	--	--	--	--	1	16.7	16	0.8	--	--	17	0.6
09 Engin	--	--	--	--	--	--	--	--	--	--	--	--	26	1.3	--	--	31	1.0
17 Math	--	--	--	--	--	--	--	--	--	--	--	--	49	2.5	--	--	53	1.8
19 Phys Sci	--	--	--	--	--	--	--	--	--	--	--	--	133	6.7	--	--	180	6.0
51 Data Proc Tech	--	--	--	--	--	--	--	--	--	--	--	--	4	0.2	--	--	4	0.1
53 Mech & Eng Tech	--	--	--	--	--	--	--	--	--	--	--	--	8	0.4	--	--	20	0.7
54 Nat Sci Tech	1	6.3	--	--	--	--	--	--	--	--	--	--	21	1.1	--	--	23	0.8
OTHER																		
05 Bus & Mgmt	4	25.0	--	--	--	--	1	33.3	--	--	--	--	119	6.0	--	--	160	5.4
12 Hlth Profess	--	--	--	--	4	57.1	--	--	--	--	--	--	50	2.5	--	--	67	2.2
13 Home Ec	--	--	--	--	--	--	--	--	--	--	--	--	97	4.9	--	--	106	3.6
18 Mil Sci	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	0.03
49 Interdis Studs	3	18.8	--	--	--	--	--	--	--	--	--	--	27	1.4	--	--	57	1.9
50 Bus & Comr Tech	--	--	--	--	--	--	--	--	--	--	--	--	12	0.6	--	--	19	0.6
52 Hlth Srvs & Paramed Tech	4	25.0	--	--	--	--	--	--	--	--	--	--	4	0.2	--	--	10	0.3
EDUCATION																		
08 Educ	3	18.8	6	54.5	3	42.9	1	33.3	--	--	--	--	291	14.6	--	--	551	18.5
No Subj on P.O.[d]	--	--	--	--	--	--	--	--	--	--	--	--	8	0.4	--	--	13	0.4
Total f & %[c]	16	0.5	11	0.4	7	0.2	3	0.1	5	0.2	6	0.2	1988	66.7	1	0.03	2982	99.93

[a] Credit given was variable.

[b] Percentage of total column frequency (e.g., in the 01 credit column, a frequency of 7 is 5.5% of 127).
Interpretation: Of the 127 activities offered for 1 credit, 5.5% were Biological Sciences subject activities.

[c] Frequency and percentage of total activities = 2,982.

[d] Incorrect or no subject on computer printout.

Appendix C

Table 63

Primary Instructional Technique Used to Deliver the Activity
(1971-72 Regular Instructional Program Activities = 2,982)
14 Council Institutions

Institution	Instructional Technique[a]																				Total Activities	
	Course 01		Field Study, Wrksp, Insti, Conf 02		Corresp 03		Indep Study 04		Cr by Exam 05		Broadcast Radio 09		Wrk Study, Internsp 11		Travel-Study 12		Other 13		NA			
	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[c]
01 Central Mich U	--	--	25	6.0	--	--	303	73.2	3	0.7	--	--	59	14.3	21	5.1	2	0.5	1	0.2	414	13.9
02 Eastern Mich U	--	--	3	1.9	--	--	125	80.6	--	--	12	7.7	--	--	--	--	13	8.4	2	1.3	155	5.2
03 Ferris State C	--	--	--	--	--	--	40	43.5	--	--	--	--	52	56.5	--	--	--	--	--	--	92	3.1
04 Grand Valley S C	--	--	--	--	--	--	96	95.0	--	--	--	--	4	4.0	1	1.0	--	--	--	--	101	3.4
05 Lake Superior S C	--	--	--	--	--	--	16	94.1	--	--	--	--	1	5.9	--	--	--	--	--	--	17	0.6
06 Mich State U	--	--	18	2.1	--	--	767	88.5	--	--	--	--	74	8.5	4	0.5	--	--	4	0.5	867	29.1
07 Mich Tech U	3	4.8	5	8.1	--	--	46	74.2	--	--	--	--	7	11.3	1	1.6	--	--	--	--	62	2.1
08 Northern Mich U	--	--	2	1.9	--	--	94	91.3	--	--	--	--	7	6.8	--	--	--	--	--	--	103	3.5
09 Oakland U	--	--	12	7.9	--	--	131	86.8	3	2.0	--	--	5	3.3	--	--	--	--	--	--	151	5.1
10 Saginaw Valley C	--	--	--	--	--	--	77	87.5	--	--	--	--	11	12.5	--	--	--	--	--	--	88	2.9
11 U of M - Ann Arbor	--	--	3	1.7	--	--	149	84.1	--	--	--	--	24	13.6	--	--	--	--	1	0.6	177	5.9
12 U of M - Dearborn	--	--	--	--	--	--	49	98.0	--	--	--	--	--	--	--	--	1	2.0	--	--	50	1.7
14 Wayne State U	--	--	19	4.4	--	--	265	61.9	--	--	--	--	144	33.6	--	--	--	--	--	--	428	14.4
15 Western Mich U	8	2.9	3	1.1	4	1.4	184	66.4	--	--	--	--	76	27.4	2	0.7	--	--	--	--	277	9.2
Total f & %[c]	11	0.4	90	3.0	4	0.1	2342	78.5	6	0.2	12	0.4	464	15.6	29	0.9	16	0.5	5	0.3	2982	100.1

[a] Closed Circuit TV, Closed Circuit Audio, Broadcast TV, and Learning Packages were not utilized as instructional techniques.

[b] Frequency and percentage of institution's activities.

[c] Frequency and percentage of total activities = 2,982.

Table 64

Primary Instructional Technique Used to Deliver the Subject Matter Activities
(1971-72 Regular Instructional Program Activities = 2,982)
14 Council Institutions

Subject	Instructional Technique																				Total Activities	
	Course 01		Field Study, Wrksp, Insti, Conf 02		Corresp 03		Indep Study 04		Cr by Exam 05		Brdcast Radio 09		Wrk-Study, Internsp 11		Travel-Study 12		Other 13		NA			
	f	%[a]	f	%[a]	f	%[a]	f	%[a]	f	%[a]	f	%[a]	f	%[a]	f	%[a]	f	%[a]	f	%[a]	f	%[b]
SOCIAL SCIENCES																						
03 Area Studs	--	--	5	5.3	--	--	29	1.2	--	--	--	--	2	0.4	--	--	--	--	--	--	36	1.2
20 Psy	--	--	3	3.3	--	--	99	4.2	--	--	--	--	13	2.8	--	--	--	--	--	--	115	3.9
21 Pub Aff & Srvs	--	--	5	5.3	--	--	33	1.4	--	--	--	--	29	6.3	--	--	--	--	--	--	67	2.2
22 Soc Sci	--	--	15	16.7	--	--	415	17.7	--	--	--	--	13	2.8	11	44.0	--	--	3	37.5	457	15.3
55 Pub Srv Rel Tech	--	--	--	--	--	--	12	0.5	--	--	--	--	11	2.4	--	--	--	--	--	--	23	0.8
VERB-LING & HUM																						
06 Comm	--	--	--	--	--	--	59	2.5	--	--	4	33.3	4	0.9	--	--	8	50.0	--	--	76	2.6
10 Fine & Appl Arts	--	--	2	2.2	--	--	240	10.2	--	--	8	66.7	3	0.6	6	24.0	7	43.8	--	--	266	8.9
11 Foreign Langs	--	--	1	1.1	--	--	176	7.5	--	--	--	--	--	--	2	8.0	--	--	4	50.0	183	6.1
15 Letters	3	27.3	--	--	--	--	216	9.0	--	--	--	--	4	0.9	1	8.0	--	--	--	--	225	7.6
16 Lib Sci	--	--	--	--	--	--	9	0.4	--	--	--	--	6	1.3	--	--	--	--	--	--	15	0.5
SCI, MATH, & ENG																						
01 Ag & Nat Res	--	--	--	--	--	--	35	1.5	--	--	--	--	--	--	--	--	--	--	--	--	35	1.2
02 Arch & Envr Des	--	--	--	--	--	--	13	0.6	--	--	--	--	--	--	--	--	--	--	--	--	13	0.4
04 Bio Sci	--	--	8	8.9	--	--	148	6.3	--	--	--	--	3	0.6	--	--	--	--	--	--	159	5.3
07 Compu & Info Sci	--	--	--	--	--	--	17	0.7	--	--	--	--	--	--	--	--	--	--	--	--	17	0.6
09 Engin	--	--	--	--	--	--	25	1.1	--	--	--	--	4	0.9	1	4.0	1	6.3	--	--	31	1.0
17 Math	--	--	--	--	--	--	53	2.3	--	--	--	--	--	--	--	--	--	--	--	--	53	1.8
19 Phys Sci	--	--	12	13.3	--	--	165	7.0	--	--	--	--	1	0.2	1	4.0	--	--	1	12.5	180	6.0
51 Data Proc Tech	--	--	--	--	--	--	4	0.2	--	--	--	--	--	--	--	--	--	--	--	--	4	0.1
53 Mech & Eng Tech	--	--	--	--	--	--	12	0.5	--	--	--	--	8	1.7	--	--	--	--	--	--	20	0.7
54 Nat Sci Tech	--	--	2	2.2	--	--	21	0.9	--	--	--	--	--	--	--	--	--	--	--	--	23	0.8
OTHER																						
05 Bus & Mgmt	--	--	1	1.1	--	--	104	4.4	--	--	--	--	55	11.9	--	--	--	--	--	--	160	5.4
12 Hlth Profess	--	--	1	1.1	--	--	48	2.0	--	--	--	--	18	3.9	--	--	--	--	--	--	67	2.2
13 Home Ec	--	--	10	11.1	--	--	75	3.2	--	--	--	--	21	4.5	--	--	--	--	--	--	106	3.6
18 Mil Sci	--	--	--	--	--	--	1	0.0	--	--	--	--	--	--	--	--	--	--	--	--	1	0.03
49 Interdis Studs	--	--	3	3.3	--	--	51	2.2	3	50.0	--	--	--	--	--	--	--	--	--	--	57	1.9
50 Bus & Comr Tech	--	--	--	--	--	--	8	0.3	--	--	--	--	11	2.4	--	--	--	--	--	--	19	0.6
52 Hlth Srvs & Paramed Tech	--	--	--	--	--	--	4	0.2	--	--	--	--	6	1.3	--	--	--	--	--	--	10	0.3
EDUCATION																						
08 Educ	8	72.7	26	28.9	4	100.0	257	11.0	3	50.0	--	--	252	54.3	1	4.0	--	--	--	--	551	18.5
No Subj on P.O.[c]	--	--	--	--	--	--	13	0.6	--	--	--	--	--	--	--	--	--	--	--	--	13	0.4
Total f & %[b]	11	0.4	94	3.0	4	0.1	2342	78.5	6	0.2	12	0.4	464	15.6	25	0.8	16	0.5	8	0.3	2982	100.0

[a] Percentage of total column frequency (e.g., in the "Course" column, a frequency of 8 is 72.7% of 11).

Interpretation: Of the 11 activities delivered by the "Course" technique, 72.7% were Education subject activities.

[b] Frequency and percentage of total activities = 2,982.

[c] Incorrect or no subject on computer printout.

Appendix C

Table 65

Beginning Month of Activities
(1971-72 Regular Instructional Program Activities = 2,982)
14 Council Institutions

Institution	Month Started[a]																						Total Activities	
	Jan		Feb		Mar		Apr		May		Jun		Jul		Aug		Sep		Any.[b]		NA			
	f	%[c]	f	%[c]	f	%[c]	f	%[c]	f	%[c]	f	%[c]	f	%[c]	f	%[c]	f	%[c]	f	%[c]	f	%[c]	f	%[d]
01 Central Mich U	90	21.7	--	--	--	--	--	--	1	0.2	14	3.4	--	--	86	20.8	--	--	222	53.6	1	0.2	414	13.9
02 Eastern Mich U	43	27.7	--	--	--	--	25	16.1	--	--	42	27.1	--	--	45	29.0	--	--	--	--	--	--	155	5.2
03 Ferris State C	22	23.9	--	--	24	26.1	--	--	--	--	24	26.1	--	--	--	--	22	23.9	--	--	--	--	92	3.1
04 Grand Valley S C	26	25.7	--	--	--	--	27	26.7	--	--	18	17.8	--	--	--	--	26	25.7	--	--	4	4.0	101	3.4
05 Lake Superior S C	4	23.5	--	--	5	29.4	--	--	--	--	--	--	--	--	--	--	3	17.6	5	29.4	--	--	17	0.6
06 Mich State U	238	27.5	--	--	240	27.7	--	--	--	--	154	17.8	--	--	--	--	233	26.9	--	--	2	0.2	867	29.1
07 Mich Tech U	12	19.4	--	--	2	3.2	13	21.0	--	--	12	19.4	--	--	--	--	14	22.6	9	14.5	--	--	62	2.1
08 Northern Mich U	1	1.0	8	7.8	--	--	--	--	--	--	1	1.0	--	--	--	--	13	12.6	80	77.7	--	--	103	3.5
09 Oakland U	45	29.8	1	0.7	--	--	29	19.2	--	--	29	19.2	--	--	--	--	47	31.1	--	--	--	--	151	5.1
10 Saginaw Valley C	36	40.9	--	--	--	--	--	--	16	18.2	--	--	--	--	--	--	36	40.9	--	--	--	--	88	2.9
11 U of M - Ann Arbor	54	30.5	--	--	--	--	--	--	25	14.1	--	--	15	8.5	--	--	74	41.8	9	5.1	--	--	177	5.9
12 U of M - Dearborn	15	30.0	--	--	--	--	--	--	--	--	--	--	12	24.0	--	--	15	30.0	--	--	8	16.0	50	1.7
14 Wayne State U	116	27.1	--	--	118	27.6	--	--	--	--	54	12.6	--	--	--	--	116	27.1	19	4.4	5	1.1	428	14.4
15 Western Mich U	83	30.0	--	--	--	--	62	22.4	--	--	58	20.9	--	--	--	--	73	26.4	1	0.4	--	--	277	9.3
Total f & %[d]	785	26.3	9	0.3	389	13.0	156	5.2	42	1.4	406	13.6	17	0.9	131	4.4	672	22.5	345	11.6	20	0.7	2982	100.1

[a] No activities began in Oct., Nov., or Dec.

[b] Any. = Anytime.

[c] Frequency and percentage of institution's activities.

[d] Frequency and percentage to total activities = 2,982.

Table 66

Beginning Month of Subject Activities
(1971-72 Regular Instructional Program Activities = 2,982)
14 Council Institutions

Subject	Beginning Month																						Total Activities	
	Jan		Feb		Mar		Apr		May		June		July		Aug		Sep		Any.[b]		NA			
	f	%[c]	f	%[c]	f	%[c]	f	%[c]	f	%[c]	f	%[c]	f	%[c]	f	%[c]	f	%[c]	f	%[c]	f	%[c]	f	%[d]
SOCIAL SCIENCES																								
03 Area Studs	10	1.3	--	--	2	0.5	3	1.9	3	7.1	1	0.2	3	11.1	--	--	14	2.1	--	--	--	--	36.	1.2
20 Psy	35	4.5	--	--	10	2.6	5	3.2	4	9.5	10	2.5	3	11.1	15	11.5	21	3.1	10	2.9	--	--	115	3.9
21 Pub Aff & Srvs	17	2.2	--	--	11	2.8	6	3.8	--	--	15	3.7	--	--	--	--	15	2.2	3	0.9	--	--	67	2.2
22 Soc Sci	112	14.3	1	11.1	59	15.2	28	17.9	10	23.8	63	15.5	5	18.5	10	7.6	105	15.6	62	18.0	2	10.0	457	15.3
55 Pub Srv Rel Tech	7	0.9	--	--	1	0.3	--	--	--	--	4	1.0	--	--	6	4.6	1	0.1	4	1.2	--	--	23	0.8
VERB-LING & HUM																								
06 Comm	19	2.4	--	--	11	2.8	3	1.9	--	--	16	3.9	--	--	6	4.6	13	1.9	8	2.3	--	--	76	2.6
10 Fine & Appl Arts	72	9.2	--	--	32	8.2	19	12.2	3	7.1	28	6.9	--	--	14	10.7	51	7.6	47	13.6	--	--	266	8.9
11 Foreign Langs	60	7.6	--	--	30	7.7	6	3.8	2	4.8	16	3.9	--	--	--	--	59	8.8	9	2.6	1	5.0	183	6.1
15 Letters	69	8.8	--	--	29	7.5	11	7.1	8	19.0	21	5.2	5	18.5	13	9.9	56	8.3	13	3.8	--	--	225	7.6
16 Lib Sci	3	0.4	--	--	2	0.5	1	0.6	--	--	1	0.2	--	--	--	--	3	0.4	5	1.4	--	--	15	0.5
SCI, MATH, & ENG																								
01 Ag & Nat Res	9	1.1	--	--	7	1.8	--	--	2	4.8	7	1.7	--	--	--	--	9	1.3	1	0.3	--	--	35	1.2
02 Arch & Envr Des	4	0.5	--	--	2	0.5	--	--	--	--	3	0.7	--	--	1	0.8	3	0.4	--	--	--	--	13	0.4
04 Bio Sci	41	5.2	3	33.3	21	5.4	9	5.8	3	7.1	26	6.4	3	11.1	5	3.8	37	5.5	10	2.9	1	5.0	159	5.3
07 Compu & Info Sci	5	0.6	--	--	4	1.0	--	--	--	--	2	0.5	--	--	--	--	6	0.9	--	--	--	--	17	0.6
09 Engin	5	0.6	--	--	1	0.3	5	3.2	--	--	5	1.2	--	--	--	--	6	0.9	1	0.3	8	40.0	31	1.0
17 Math	13	1.7	--	--	4	1.0	6	3.8	--	--	6	1.5	1	3.7	2	1.5	13	1.9	8	2.3	--	--	53	1.8
19 Phys Sci	42	5.4	1	11.1	21	5.4	11	7.1	3	7.1	25	6.2	3	11.1	4	3.1	41	6.1	25	7.2	4	20.0	180	6.0
51 Data Proc Te	1	0.1	--	--	1	0.3	--	--	--	--	1	0.2	--	--	--	--	1	0.1	--	--	--	--	4	0.1
53 Mech & Eng Tech	5	0.6	--	--	1	0.3	4	2.6	--	--	5	1.2	--	--	--	--	5	0.7	--	--	--	--	20	0.7
54 Nat Sci Tech	5	0.6	--	--	5	1.3	--	--	--	--	7	1.7	--	--	--	--	5	0.7	1	0.3	--	--	23	0.8
OTHER																								
05 Bus & Mgmt	40	5.1	3	33.3	26	6.7	12	7.7	--	--	29	7.1	--	--	--	--	39	5.8	11	3.2	--	--	160	5.4
12 Hlth Profess	19	2.4	--	--	8	2.1	4	2.6	--	--	17	4.2	--	--	4	3.1	14	2.1	1	0.3	--	--	67	2.2
13 Home Ec	23	2.9	--	--	21	5.4	1	0.6	--	--	20	4.9	--	--	1	0.8	23	3.4	17	4.9	--	--	106	3.6
18 Mil Sci	1	0.1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	0.03
49 Interdis Studs	18	2.3	--	--	11	2.8	1	0.6	3	7.1	5	1.2	--	--	--	--	19	2.8	--	--	--	--	57	1.9
50 Bus & Comr Tech	5	0.6	--	--	--	--	5	3.2	--	--	3	0.7	--	--	--	--	6	0.9	--	--	--	--	19	0.6
52 Hlth Srvs & Paramed Tech	2	0.3	--	--	3	0.8	--	--	--	--	3	0.7	--	--	--	--	2	0.3	--	--	--	--	10	0.3
EDUCATION																								
08 Educ	138	17.6	1	11.1	65	16.7	17	10.9	--	--	67	16.5	3	11.1	47	35.9	103	15.3	109	31.6	1	5.0	551	18.5
No Subj on P.O.[e]	3	0.4	--	--	--	--	--	--	1	2.4	--	--	1	3.7	3	2.3	2	0.3	--	--	3	15.0	13	0.4
Total f & %[d]	785	26.3	9	0.3	389	13.0	156	5.2	42	1.4	406	13.6	27	0.9	131	4.4	672	22.5	345	11.6	20	0.7	2982	99.93

[a] No activities began in Oct., Nov., or Dec.

[b] Any. = anytime.

[c] Percentage of total column frequency (e.g., in the "Jan" column, a frequency of 9 is 1.1% of 785).

Interpretation: Of the 785 activities which occurred in January, 1.1% were Agriculture and Natural Resources subject activities.

[d] Frequency and percentage of total activities = 2,982.

[e] Incorrect or no subject on computer printout.

Appendix C

Table 67

Co-Sponsorship of Activities
(1971-72 Regular Instructional Program Activities = 2,982)
14 Council Institutions

Institution	Sponsorship								Total Activities	
	Not Jointly Sponsored		Spons'd by 2+ Council Institus		Spons'd by 2+ Institus: Council & Non-Council		NA			
	f	%[a]	f	%[a]	f	%[a]	f	%[a]	f	%[b]
01 Central Mich U	409	98.8	--	--	--	--	5	1.2	414	100.0
02 Eastern Mich U	155	100.0	--	--	--	--	--	--	155	100.0
03 Ferris State C	91	98.9	1	1.1	--	--	--	--	92	100.0
04 Grand Valley S C	101	100.0	--	--	--	--	--	--	101	100.0
05 Lake Superior S C	17	100.0	--	--	--	--	--	--	17	100.0
06 Mich State U	866	99.9	--	--	--	--	1	0.1	867	100.0
07 Mich Tech U	62	100.0	--	--	--	--	--	--	62	100.0
08 Northern Mich U	102	99.0	1	1.0	--	--	--	--	103	100.0
09 Oakland U	150	99.3	1	0.7	--	--	--	--	151	100.0
10 Saginaw Valley C	88	100.0	--	--	--	--	--	--	88	100.0
11 U of M - Ann Arbor	176	99.4	--	--	--	--	1	0.6	177	100.0
12 U of M - Dearborn	50	100.0	--	--	--	--	--	--	50	100.0
14 Wayne State U	428	100.0	--	--	--	--	--	--	428	100.0
15 Western Mich U	270	97.5	--	--	1	0.4	6	2.2	277	100.1
Total f & %[b]	2966	99.5	3	0.1	1	0.03	13	0.4	2982	100.1

[a] Frequency and percentage of institution's activities.

[b] Frequency and percentage of total activities = 2,982.

Table 68

Council Institutional Co-Sponsorship of Activities
(1971-72 Regular Instructional Program Activities = 2,982)
14 Council Institutions

Institution	Number of Sponsoring Council Institutions												Total Activities	
	Own 01		Own + 1 Council 02		Own + 2 Council 03		Own + 10 Council 11		Own + 12 Council 13		NA			
	f	%^{a}	f	%^{a}	f	%^{a}	f	%^{a}	f	%^{a}	f	%^{a}	f	%^{b}
01 Central Mich U	409	98.8	--	--	--	--	--	--	--	--	5	1.2	414	13.9
02 Eastern Mich U	155	100.0	--	--	--	--	--	--	--	--	--	--	155	5.2
03 Ferris State C	91	98.9	--	--	1	1.1	--	--	--	--	--	--	92	3.1
04 Grand Valley S C	101	100.0	--	--	--	--	--	--	--	--	--	--	101	3.4
05 Lake Superior S C	17	100.0	--	--	--	--	--	--	--	--	--	--	17	0.6
06 Mich State U	867	100.0	--	--	--	--	--	--	--	--	--	--	867	29.1
07 Mich Tech U	62	100.0	--	--	--	--	--	--	--	--	--	--	62	2.1
08 Northern Mich U	102	99.0	1	1.0	--	--	--	--	--	--	--	--	103	3.4
09 Oakland U	150	99.3	--	--	--	--	1	0.7	--	--	--	--	151	5.1
10 Saginaw Valley C	88	100.0	--	--	--	--	--	--	--	--	--	--	88	2.9
11 U of M - Ann Arbor	176	99.4	--	--	--	--	--	--	--	--	1	0.6	177	5.9
12 U of M - Dearborn	50	100.0	--	--	--	--	--	--	--	--	--	--	50	1.7
14 Wayne State U	423	98.8	--	--	--	--	--	--	5	1.2	--	--	428	14.3
15 Western Mich U	269	97.1	--	--	1	0.4	--	--	--	--	7	2.5	277	9.3
Total f & %^{b}	2960	99.3	1	0.03	2	0.1	1	0.03	5	0.2	12	0.4	2982	100.0

[a] Frequency and percentage of institution's activities.

[b] Frequency and percentage of total activities = 2,982.

Appendix C

Table 59

Type of Faculty Teaching or Monitoring the Activities
(1971-72 Regular Instructional Program Activities = 2,982)
14 Council Institutions

Institution	Faculty								Total Activities	
	Institutional		Supplementary		Both		NA			
	f	%[a]	f	%[a]	f	%[a]	f	%[a]	f	%[b]
01 Central Mich U	350	84.5	6	1.4	58	14.0	--	--	414	13.9
02 Eastern Mich U	155	100.0	--	--	--	--	--	--	155	5.2
03 Ferris State C	40	43.5	--	--	52	56.5	--	--	92	3.1
04 Grand Valley S C	97	96.0	--	--	4	4.0	--	--	101	3.4
05 Lake Superior S C	16	94.1	--	--	1	5.9	--	--	17	0.6
06 Mich State U	795	91.7	--	-	72	8.3	--	--	867	29.1
07 Mich Tech U	59	95.2	--	--	3	4.8	--	--	62	2.1
08 Northern Mich U	91	88.3	8	7.8	4	3.9	--	--	103	3.4
09 Oakland U	145	96.0	--	--	5	3.3	1	0.7	151	5.1
10 Saginaw Valley C	85	96.6	--	--	3	3.4	--	--	88	2.9
11 U of M - Ann Arbor	149	84.2	--	--	28	15.8	--	--	177	5.9
12 U of M - Dearborn	50	100.0	--	--	--	--	--	--	50	1.7
14 Wayne State U	282	65.9	--	--	146	34.1	--	--	428	14.3
15 Western Mich U	185	66.8	--	--	84	30.3	8	2.9	277	9.3
Total f & %[b]	2499	83.8	14	0.5	460	15.4	9	0.3	2982	100.0

[a] Frequency and percentage of institution's activities.

[b] Frequency and percentage of total activities = 2,982.

Appendix C

Table 70

Usual Frequency of Offering Activities in Specified Location
(1971-72 Regular Instructional Program Activities = 2,982)
14 Council Institutions

Institution	Usual Frequency of Offering in Specified Location														Total Activities	
	1 Term Ea Yr		2 Terms Ea Yr		3 Terms Ea Yr		All Yr/4+ Terms Ea Yr		1 Term Ev Oth Yr		Sporadically or On Demand		NA			
	f	%[a]	f	%[a]	f	%[a]	f	%[a]	f	%[a]	f	%[a]	f	%[a]	f	%[b]
01 Central Mich U	27	6.5	164	39.6	--	--	--	--	--	--	222	53.6	1	0.2	414	13.9
02 Eastern Mich U	--	--	--	--	--	--	155	100.0	--	--	--	--	--	--	155	5.2
03 Ferris State C	4	4.3	2	2.2	6	6.5	79	85.9	--	--	--	--	1	1.1	92	3.1
04 Grand Valley S C	5	5.0	--	--	27	26.7	68	67.3	--	--	1	1.0	--	--	101	3.4
05 Lake Superior S C	6	35.3	--	--	6	35.3	--	--	--	--	5	29.4	--	--	17	0.6
06 Mich State U	10	1.2	9	1.0	221	25.5	627	72.3	--	--	--	--	--	--	867	29.1
07 Mich Tech U	24	38.7	--	--	2	3.2	27	43.5	--	--	9	14.5	--	--	62	2.1
08 Northern Mich U	1	1.0	18	17.5	--	--	--	--	2	1.9	82	79.6	--	--	103	3.5
09 Oakland U	6	4.0	19	12.6	52	34.4	74	49.0	--	--	--	--	--	--	151	5.1
10 Saginaw Valley C	2	2.3	38	43.2	48	54.5	--	--	--	--	--	--	--	--	88	2.9
11 U of M - Ann Arbor	56	31.6	33	18.6	46	26.0	32	18.1	--	--	9	5.1	1	0.6	177	5.9
12 U of M - Dearborn	--	--	6	12.0	44	88.0	--	--	--	--	--	--	--	--	50	1.7
14 Wayne State U	18	4.2	13	3.0	183	42.8	195	45.6	--	--	18	4.2	1	0.2	428	14.4
15 Western Mich U	11	4.0	28	10.1	45	16.2	188	67.9	4	1.4	1	0.4	--	--	277	9.2
Total f & %[b]	170	5.7	330	11.1	680	22.8	1445	48.5	6	0.2	347	11.6	4	0.1	2982	100.1

[a] Frequency and percentage of institution's activities.

[b] Frequency and percentage of total activities = 2,982.

Appendix C

Table 71

Usual Frequency of Offering of Subject Matter Activities
(1971-72 Regular Instructional Program Activities = 2,982)
14 Council Institutions

Subject	Usual Frequency of Offering in Specified Location												Total Activities	
	1 Term Ea Yr		2 Terms Ea Yr		3 Terms Ea Yr		All Yr/4+ Terms Ea Yr		1 Term Ev Oth Yr		Sporadically or On Demand			
	f	%[a]	f	%[a]	f	%[a]	f	%[a]	f	%[a]	f	%[a]	f	%[b]
SOCIAL SCIENCES														
03 Area Studs	7	4.1	4	1.2	9	1.3	16	1.1	--	--	--	--	36	1.2
20 Psy	4	2.4	22	6.7	42	6.2	37	2.6	--	--	10	2.9	115	3.9
21 Pub Aff & Srvs	1	0.6	2	0.6	6	0.9	56	3.9	--	--	2	0.6	67	2.2
22 Soc Sci	22	12.9	33	10.0	114	16.8	226	15.6	--	--	62	17.9	457	15.3
55 Pub Srv Rel Tech	3	1.8	12	3.6	--	--	4	0.3	--	--	4	1.2	23	0.8
VERB-LING & HUM														
06 Comm	3	1.8	6	1.8	3	0.4	56	3.9	--	--	8	2.3	76	2.6
10 Fine & Appl Arts	5	2.9	23	7.0	74	10.9	117	8.1	--	--	47	13.5	266	8.9
11 Foreign Langs	22	12.9	34	10.3	69	10.2	48	3.3	--	--	9	2.6	183	6.1
15 Letters	9	5.3	28	8.5	99	14.6	78	5.4	--	--	11	3.2	225	7.6
16 Lib Sci	--	--	--	--	6	0.9	4	0.3	--	--	5	1.4	15	0.5
SCI, MATH, & ENG														
01 Ag & Nat Res	--	--	--	--	6	0.9	28	1.9	--	--	1	0.3	35	1.2
02 Arch & Envr Des	--	--	4	1.2	--	--	9	0.6	--	--	--	--	13	0.4
04 Bio Sci	19	11.2	18	5.5	30	4.4	80	5.5	4	66.7	11	3.2	159	5.3
07 Compu & Info Sci	1	0.6	4	1.2	3	0.4	9	0.6	--	--	--	--	17	0.6
09 Engin	9	5.3	--	--	8	1.2	12	1.0	--	--	--	--	31	1.0
17 Math	7	4.1	5	1.5	9	1.3	24	1.7	--	--	8	2.3	53	1.8
19 Phys Sci	5	2.9	6	1.8	47	6.9	93	6.4	--	--	29	8.4	180	6.0
51 Data Proc Tech	--	--	--	--	--	--	4	0.3	--	--	--	--	4	0.1
53 Mech & Eng Tech	4	2.4	4	1.2	--	--	12	0.8	--	--	--	--	20	0.7
54 Nat Sci Tech	2	1.2	--	--	--	--	20	1.4	--	--	1	0.3	23	0.8
OTHER														
05 Bus & Mgmt	7	4.1	14	4.2	21	0.1	103	7.1	--	--	11	3.2	160	5.4
12 Hlth Profess	1	0.6	4	1.2	3	0.4	58	4.0	--	--	1	0.3	67	2.2
13 Home Ec	--	--	2	0.6	3	0.4	82	5.7	2	33.3	7	2.0	106	3.6
18 Mil Sci	1	0.6	--	--	--	--	--	--	--	--	--	--	1	0.03
49 Interdis Studs	6	3.5	--	--	39	5.7	12	0.8	--	--	--	--	57	1.9
50 Bus & Comr Tech	--	--	1	0.3	6	0.9	12	0.8	--	--	--	--	19	0.6
52 Hlth Srvs & Paramed Tech	--	--	2	0.6	--	--	8	0.6	--	--	--	--	10	0.3
EDUCATION														
08 Educ	32	18.8	101	30.6	83	12.2	223	15.4	--	--	110	31.7	551	18.5
No Subj on P.O.[c]	--	--	1	0.3	--	--	12	0.8	--	--	--	--	13	0.4
Total f & %[b]	170	5.7	330	11.1	680	22.8	1445	48.5	6	0.2	347	11.6	2982	99.9

Subject	NA f	NA %[a]
03 Area Studs	--	--
20 Psy	--	--
21 Pub Aff & Srvs	--	--
22 Soc Sci	--	--
55 Pub Srv Rel Tech	--	--
06 Comm	--	--
10 Fine & Appl Arts	--	--
11 Foreign Langs	1	25.0
15 Letters	--	--
16 Lib Sci	--	--
01 Ag & Nat Res	--	--
02 Arch & Envr Des	--	--
04 Bio Sci	1	25.0
07 Compu & Info Sci	--	--
09 Engin	--	--
17 Math	--	--
19 Phys Sci	--	--
51 Data Proc Tech	--	--
53 Mech & Eng Tech	--	--
54 Nat Sci Tech	--	--
05 Bus & Mgmt	--	--
12 Hlth Profess	--	--
13 Home Ec	--	--
18 Mil Sci	--	--
49 Interdis Studs	--	--
50 Bus & Comr Tech	--	--
52 Hlth Srvs & Paramed Tech	--	--
08 Educ	2	50.0
No Subj on P.O.[c]	--	--
Total f & %[b]	4	0.1

[a] Percentage of total column frequency (e.g., in the "1 Term Ea Yr" column, a frequency of 19 is 11.2% of 170).

Interpretation: Of the 170 activities offered one term each year, 11.2% were Biological Sciences subject activities.

[b] Frequency and percentage of total activities = 2,982.

[c] Incorrect or no subject on computer printout.

Table 72

1971-72 Activities Offered in Specified Locations During 1969-1970 and 1970-71
(1971-72 Regular Instructional Program Activities = 2,982)
14 Council Institutions

Institution	1969-70								1970-71								Total Activities[a]	
	Yes		No		DK		NA		Yes		No		DK		NA			
	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[c]	f	%[c]	f	%[c]	f	%[c]	f	%[d]
01 Central Mich U	326	78.7	87	21.0	--	--	1	0.2	326	78.7	86	20.8	1	0.2	1	0.2	414	13.9
02 Eastern Mich U	155	100.0	--	--	--	--	--	--	155	100.0	--	--	--	--	--	--	155	5.2
03 Ferris State C	71	77.2	21	22.8	--	--	--	--	75	81.5	17	18.5	--	--	--	--	92	3.1
04 Grand Valley S C	57	56.4	27	26.7	17	16.8	--	--	92	91.1	8	7.9	1	1.0	--	--	101	3.4
05 Lake Superior S C	1	5.9	16	94.1	--	--	--	--	1	5.9	16	94.1	--	--	--	--	17	0.6
06 Mich State U	608	70.1	212	24.5	46	5.3	1	0.1	643	74.2	204	23.5	20	2.3	--	--	867	29.1
07 Mich Tech U	39	62.9	21	33.9	--	--	2	3.2	45	72.6	15	24.2	--	--	2	3.2	62	2.1
08 Northern Mich U	90	87.4	--	--	8	7.8	5	4.9	72	69.9	--	--	8	7.8	23	22.3	103	3.5
09 Oakland U	151	100.0	--	--	--	--	--	--	151	100.0	--	--	--	--	--	--	151	5.1
10 Saginaw Valley C	55	62.5	17	19.3	6	8.6	10	11.4	59	67.0	9	10.2	--	--	20	22.7	88	2.9
11 U of M - Ann Arbor	129	72.9	47	26.6	1	0.6	--	--	136	76.8	37	20.9	3	1.7	1	0.6	177	5.9
12 U of M - Dearborn	--	--	--	--	50	100.0	--	--	2	4.0	--	--	48	96.0	--	--	50	1.7
14 Wayne State U	369	86.2	51	11.9	4	0.9	4	0.9	377	88.1	51	11.9	--	--	--	--	428	14.4
15 Western Mich U	203	73.3	--	--	66	23.8	8	2.9	224	80.9	--	--	45	16.2	8	2.9	277	9.2
Total f & %[d]	2254	75.6	499	16.7	198	6.6	31	1.0	2358	79.1	443	14.9	126	4.2	55	1.8	2982	100.1

[a] Total 1971-72 activities are the same for each academic year, 1969-70 and 1970-71 (2,982).

[b] Frequency and percentage of institution's 1971-72 activities for 1969-70.

[c] Frequency and percentage of institution's 1971-72 activities for 1970-71.

[d] Frequency and percentage of total activities = 2,982.

Table 73

Plans to Offer 1971-72 Activities in 1972-73, 1973-74, and 1974-75
(1971-72 Regular Instructional Program Activities = 2,982)
14 Council Institutions

Institution	Plans to Offer in Specified Location																								Total Activities[a]	
	1972-73								1973-74								1974-75									
	Yes		No		DK		NA		Yes		No		DK		NA		Yes		No		DK		NA			
	f	%[c]	f	%[c]	f	%[c]	f	%[c]	f	%[d]	f	%[d]	f	%[d]	f	%[d]	f	%[e]	f	%[e]	f	%[e]	f	%[e]	f	%[b]
01 Central Mich U	414	100.0	--	--	--	--	--	--	414	100.0	--	--	--	--	--	--	413	99.8	--	--	--	--	1	0.2	414	13.9
02 Eastern Mich U	155	100.0	--	--	--	--	--	--	155	100.0	--	--	--	--	--	--	155	100.0	--	--	--	--	--	--	155	5.2
03 Ferris State C	92	100.0	--	--	--	--	--	--	92	100.0	--	--	--	--	--	--	92	100.0	--	--	--	--	--	--	92	3.1
04 Grand Valley S C	100	99.0	--	--	1	1.0	--	--	100	99.0	--	--	1	1.0	--	--	100	99.0	--	--	1	1.0	--	--	101	3.4
05 Lake Superior S C	17	100.0	--	--	--	--	--	--	17	100.0	--	--	--	--	--	--	17	100.0	--	--	--	--	--	--	17	0.6
06 Mich State U	864	99.7	2	0.2	--	--	1	0.1	--	--	--	--	867	100.0	--	--	--	--	--	--	867	100.0	--	--	867	29.1
07 Mich Tech U	47	75.8	15	24.2	--	--	--	--	42	66.7	12	19.4	6	9.7	2	3.2	41	66.1	9	14.5	10	16.1	2	3.2	62	2.1
08 Northern Mich U	101	98.1	2	1.9	--	--	--	--	95	92.2	2	1.9	6	5.8	--	--	95	92.2	2	1.9	6	5.8	--	--	103	3.5
09 Oakland U	151	100.0	--	--	--	--	--	--	7	4.6	--	--	144	95.4	--	--	7	4.6	--	--	144	95.4	--	--	151	5.1
10 Saginaw Valley C	88	100.0	--	--	--	--	--	--	85	96.6	--	--	3	3.4	--	--	85	96.6	--	--	3	3.4	--	--	88	2.9
11 U of M - Ann Arbor	177	100.0	--	--	--	--	--	--	--	--	--	--	177	100.0	--	--	--	--	--	--	177	100.0	--	--	177	5.9
12 U of M - Dearborn	50	100.0	--	--	--	--	--	--	50	100.0	--	--	--	--	--	--	50	100.0	--	--	--	--	--	--	50	1.7
14 Wayne State U	424	99.1	4	0.9	--	--	--	--	428	100.0	--	--	--	--	--	--	428	100.0	--	--	--	--	--	--	428	14.4
15 Western Mich U	275	99.3	--	--	--	--	2	0.7	267	96.4	--	--	1	0.4	9	3.2	267	96.4	--	--	1	0.4	9	3.2	277	9.2
Total f & %[b]	2955	99.1	23	0.7	1	0.03	3	0.1	1752	58.8	14	0.5	1205	40.4	11	0.4	1750	58.7	11	0.4	1209	40.5	12	0.4	2982	100.1

[a] Total 1971-72 activities are the same for each academic year - 1972-73, 1973-74, and 1974-75 (2,982).

[b] Frequency and percentage of total activities = 2,982.

[c] Frequency and percentage of institution's 1971-72 activities in 1972-73.

[d] Frequency and percentage of institution's 1971-72 activities in 1973-74.

[e] Frequency and percentage of institution's 1971-72 activities in 1974-75.

Table 74

Plans to Offer 1971-72 Subject Matter Activities in Specified Locations During 1972-73, 1973-74, and 1974-75
(1971-72 Regular Instructional Program Activities = 2,982)
14 Council Institutions

Subject	Plans to Offer in Specified Location																								Total Activities[a]	
	1972-73								1973-74								1974-75									
	Yes		No		DK		NA		Yes		No		DK		NA		Yes		No		DK		NA			
	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[c]
SOCIAL SCIENCES																										
03 Area Studs	36	1.2	--	--	--	--	--	--	8	0.5	--	--	28	2.3	--	--	8	0.5	--	--	28	2.3	--	--	36	1.2
20 Psy	115	3.9	--	--	--	--	--	--	88	5.0	--	--	27	2.2	--	--	88	5.0	--	--	27	2.2	--	--	115	3.9
21 Pub Aff & Srvs	66	2.2	--	--	--	--	1	33.3	39	2.2	--	--	28	2.3	--	--	39	2.2	--	--	28	2.3	--	--	67	2.2
22 Soc Sci	455	15.4	2	8.7	--	--	--	--	221	12.6	--	--	236	19.6	--	--	220	12.6	--	--	235	19.4	1	8.3	457	15.3
55 Pub Srv Rel Tech	23	0.8	--	--	--	--	--	--	23	1.3	--	--	--	--	--	--	23	1.3	--	--	--	--	--	--	23	0.8
VERB-LING & HUM																										
06 Comm	76	2.6	--	--	--	--	--	--	41	2.3	--	--	35	2.9	--	--	41	2.3	--	--	35	2.9	--	--	76	2.6
10 Fine & Appl Arts	266	9.0	--	--	--	--	--	--	194	11.1	--	--	72	6.0	--	--	194	11.1	--	--	72	6.0	--	--	266	8.9
11 Foreign Langs	179	6.1	3	13.0	--	--	1		64	3.7	3	21.4	115	9.5	1	9.1	64	3.7	--	--	118	9.8	1	8.3	183	6.1
15 Letters	222	7.5	3	13.0	--	--	--	--	99	5.7	--	--	126	10.5	--	--	98	5.6	--	--	127	10.5	--	--	225	7.6
16 Lib Sci	15	0.5	--	--	--	--	--	--	15	0.9	--	--	--	--	--	--	15	0.9	--	--	--	--	--	--	15	0.5
SCI, MATH, & ENG																										
01 Ag & Nat Res	35	1.2	--	--	--	--	--	--	--	--	--	--	34	2.8	1	9.1	--	--	--	--	34	2.8	1	8.3	35	1.2
02 Arch & Envr Des	13	0.4	--	--	--	--	--	--	3	0.2	--	--	10	0.8	--	--	3	0.2	--	--	10	0.8	--	--	13	0.4
04 Bio Sci	150	5.1	8	34.8	1	100.0	--	--	82	4.7	4	28.6	67	5.6	6	54.5	82	4.7	4	36.4	67	5.5	6	50.0	159	5.3
07 Compu & Info Sci	17	0.6	--	--	--	--	--	--	5	0.3	--	--	12	1.0	--	--	5	0.3	--	--	12	1.0	--	--	17	0.6
09 Engin	30	1.0	1	4.3	--	--	--	--	25	1.4	1	7.1	3	0.2	2	18.2	25	1.4	1	9.1	3	0.2	2	16.7	31	1.0
17 Math	53	1.8	--	--	--	--	--	--	34	2.0	--	--	19	1.6	--	--	34	1.9	--	--	19	1.6	--	--	53	1.8
19 Phys Sci	176	6.0	4	17.4	--	--	--	--	112	6.4	4	28.6	64	5.3	--	--	112	6.4	4	36.4	64	5.3	--	--	180	6.0
51 Data Proc Tech	4	0.1	--	--	--	--	--	--	4	0.2	--	--	--	--	--	--	4	0.2	--	--	--	--	--	--	4	0.1
53 Mech & Eng Tech	20	0.7	--	--	--	--	--	--	20	1.2	--	--	--	--	--	--	20	1.1	--	--	--	--	--	--	20	0.7
54 Nat Sci Tech	23	0.8	--	--	--	--	--	--	3	0.2	--	--	20	1.7	--	--	3	0.1	--	--	20	1.7	--	--	23	0.8
OTHER																										
05 Bus & Mgmt	159	5.4	--	--	--	--	1	33.3	93	5.3	--	--	66	5.5	1	9.1	94	5.4	--	--	66	5.5	--	--	160	5.4
12 Hlth Profess	67	2.3	--	--	--	--	--	--	39	2.2	--	--	28	2.3	--	--	39	2.2	--	--	28	2.3	--	--	67	2.2
13 Home Ec	106	2.6	--	--	--	--	--	--	36	2.1	--	--	70	5.8	--	--	36	2.1	--	--	70	5.8	--	--	106	3.6
18 Mil Sci	1	0.0	--	--	--	--	--	--	1	0.1	--	--	--	--	--	--	1	0.1	--	--	--	--	--	--	1	0.03
49 Interdis Studs	57	1.9	--	--	--	--	--	--	9	0.5	--	--	48	4.0	--	--	9	0.5	--	--	48	4.0	--	--	57	1.9
50 Bus & Comr Tech	19	0.6	--	--	--	--	--	--	18	1.0	--	--	1	0.1	--	--	18	1.0	--	--	1	0.1	--	--	19	0.6
52 Hlth Srvs & Paramed Tech	10	0.3	--	--	--	--	--	--	10	0.6	--	--	--	--	--	--	10	0.6	--	--	--	--	--	--	10	0.3
EDUCATION																										
08 Educ	549	18.6	2	8.7	--	--	--	--	458	26.1	2	14.3	91	7.6	--	--	457	26.1	2	18.2	91	7.5	1	8.3	551	18.5
No Subj on P.O.[d]	13	0.4	--	--	--	--	--	--	8	0.5	--	--	5	0.4	--	--	8	0.5	--	--	5	0.4	--	--	13	0.4
Total f & %[c]	2955	99.1	23	0.7	1	0.03	3	0.1	1752	58.8	14	0.5	1205	40.4	11	0.4	1750	58.7	11	0.4	1209	40.5	12	0.4	2982	99.9

[a] Number of activities in each subject. The number is the same for each academic year.

[b] Percentage of total column frequency (e.g., in the 1972-73 "Yes" column, a frequency of 35 is 1.2% of 2,955).

Interpretation: Of the 1,431 activities positively indicated as planned for offering in 1972-73, 1.2% are Agriculture and Natural Resources subject activities.

[c] Frequency and percentage of total activities = 2,982. Total 1971-72 activities are the same for each academic year - 1972-73, 1973-74, and 1974-75 (2,982).

[d] Incorrect or no subject on computer printout.

APPENDIX D

FINDINGS: TOTAL RESOURCES
AVAILABLE TO AN
EXTERNAL DEGREE PROGRAM

APPENDIX D

FINDINGS: TOTAL RESOURCES AVAILABLE TO AN EXTERNAL DEGREE PROGRAM

This chapter combines the major findings in Appendices A, B, and C concerning resources available to an external degree program through the continuing education and extension divisions and through the regular instructional programs of the member institutions of the Michigan Council of State College Presidents (MCSCP). Most of the tables which provide summary data are located in the back of this Appendix; one table is presented with the text.

1. "Activities"

"Activities" were defined as "courses and similar educational activities." The 14 MCSCP institutions, in 1971-72, had a total of 6,571[1] activities available for credit to undergraduates for an external degree program (see Table 75).[2]

The six institutions which offered the largest proportion of these activities were, in descending rank order: Michigan State (24.2%); Wayne State (16.5%); Central (16.4%); U of M-Ann Arbor (11.4%); Western (9.5%); and Eastern (8.5%).

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[1] An additional 2,412 activities (beyond the 6,571) were absolutely restricted to only graduate students and were not included in any of the "activities" Analyses. (See Table 76.)

[2] This figure does not include activities available at one institution which returned their information too late to be included in the analyses.

2. Other Educational Alternatives

The 15 MCSCP institutions also had other educational alternatives for earning undergraduate college credit that were available for an external degree program. These include, but were not limited to, the following:

a. Institutionally developed proficiency examinations (13 institutions).

b. Standardized proficiency examinations (14 institutions).

c. Learning packages (4 institutions).

d. Life experiences (4 institutions).

Table 75
Activities Available for Credit to Undergraduates
For an External Degree Program
Through the Member Institutions of the
Michigan Council of State College Presidents
During 1971-72

Institution	Activities					
	Cont'g. Ed. & Ext.		Reg. Instr. Prog.		Total	
	f	%	f	%	f	%
01 Central Michigan U	663	18.5	414	13.9	1,077	16.4
02 Eastern Michigan U	404	11.3	155	5.2	559	8.5
03 Ferris State C	--	--	92	3.1	92	1.4
04 Grand Valley SC	12	0.3	101	3.4	113	1.7
05 Lake Superior SC	95	2.6	17	0.6	112	1.7
06 Michigan State U	723	20.1	867	29.0	1,590	24.2
07 Michigan Technological U	33	0.9	62	2.1	95	1.4
08 Northern Michigan U	56	1.6	103	3.4	159	2.4
09 Oakland U	--	--	151	5.1	151	2.3
10 Saginaw Valley C	28	0.8	88	2.9	116	1.8
11 U of M - Ann Arbor	570	15.9	177	5.9	747	11.4
12 U of M - Dearborn	--	--	50	1.7	50	0.8
14 Wayne State U	658	18.3	428	14.4	1,086	16.5
15 Western Michigan U	347	9.7	277	9.3	624	9.5
All Institutions	3,589	100.0	2,982	100.0	6,571	100.0

B. SUBJECT CATEGORIES

The continuing education and extension activities were offered in 25 different subject matter areas[4]; and the regular instructional program activities in 28 different subject areas.

Continuing education activities were offered most frequently in the following subject matter areas: Education (48%), Social Sciences (14%), Letters (8%), Public Affairs and Services (6%), and Psychology (5%). Regular Instructional Program activities were most frequently offered in: Education (19%), Social Science (15%), Fine and Applied Arts (9%), Letters (8%), Foreign Languages (6%), Physical Sciences (6%), Business and Management (5%), and Biological Sciences (5%).

When all of the activities were combined, the 6,571 activities were offered in 29 different subject areas. These subject areas were grouped into five broader categories (not related to PBES categories) to be more meaningful to an external degree program. The kinds of activities offered using these broad categories, were, in rank order: Education (34.4% of the total activities); Social Sciences (24.9%); Verbal-Linguistic and Humanities (18.4%); Science, Mathematics, and Engineering (12.1%); and Other (9.9%). (See Table 78.)

Activities in Education numbered 2,258; and of these, the larger proportion were offered by six institutions: in rank order, Central (offered 22.7% of the total Education activities); Michigan State (22.7%); Wayne State (16.8%; Eastern (12.6%); U of M - Ann Arbor (12.1%); and Western (8.5%).

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[4] Subject matter areas were modified HEGIS categories (See Chapter III, Procedures).

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The continuing education and extension activities were offered in 25 different subject matter areas[4]; and the regular instructional program activities in 28 different subject areas.

Continuing education activities were offered most frequently in the following subject matter areas: Education (48%), Social Sciences (14%), Letters (8%), Public Affairs and Services (6%), and Psychology (5%). Regular Instructional Program activities were most frequently offered in: Education (19%), Social Science (15%), Fine and Applied Arts (9%), Letters (8%), Foreign Languages (6%), Physical Sciences (6%), Business and Management (5%), and Biological Sciences (5%).

When all of the activities were combined, the 6,571 activities were offered in 29 different subject areas. These subject areas were grouped into five broader categories (not related to PBES categories) to be more meaningful to an external degree program. The kinds of activities offered using these broad categories were, in rank order: Education (34.4% of the total activities); Social Sciences (24.9%); Verbal-Linguistic and Humanities (18.4%); Science, Mathematics, and Engineering (12.1%); and Other (9.9%). (See Table 78.)

Activities in Education numbered 2,258; and of these, the larger proportion were offered by six institutions: in rank order, Central (offered 22.7% of the total Education activities); Michigan State (22.7%); Wayne State (16.8%; Eastern (12.6%); U of M - Ann Arbor (12.1%); and Western (8.5%).

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[4] Subject matter areas were modified HEGIS categories (See Chapter III, Procedures).

Social Science type activities numbered 1,633. The larger proportion of these were offered by six institutions: Michigan State (19.5%); Central (17.8%); Wayne State (17.1%); U of M - Ann Arbor (13.2%); Western (11.0%); Eastern (7.3%).

Verbal-Linguistic and Humanities type activities numbered 1,210. The larger proportion of these were offered by six institutions: Michigan State (23.5%); Wayne State (18.2%); U of M - Ann Arbor (11.8%); Central (11.2%); Western (8.7%); and Eastern (7.4%).

Science, Mathematics, and Engineering type activities numbered 797, and of these the larger proportion were offered by six institutions: Michigan State (32.2%); Central (11.3%); Wayne State (9.9%); U of M - Ann Arbor (9.4%); Western (8.4%); and Michigan Tech (7.3%).

"Other" activities numbered 649. The larger proportion of these were offered by four institutions: Michigan State (32.4%); Wayne State (18.6%); Western (12.5%); and Central (7.2%). The five broad subject categories are listed below, in rank order for each institution, to provide an idea of the subject matter covered by the offerings of each institution.

Institution and Subject Category	% of Institution's Activities
Central	
Education	47.6%
Social Sciences	27.0
Verbal-Linguistic and Humanities	12.5
Science, Math, and Engineering	8.4
Other	4.4
Eastern	
Education	51.0%
Social Sciences	21.3
Verbal-Linguistic and Humanities	16.1
Science, Math, and Engineering	6.8
Other	4.3

Institution and Subject Category	% of Institution's Activities
Ferris	
Other	41.3%
Education	35.9
Science, Math, and Engineering	12.0
Verbal-Linguistic and Humanities	6.5
Social Sciences	4.3
Grand Valley	
Science, Math, and Engineering	38.1%
Verbal-Linguistic and Humanities	28.3
Social Sciences	15.0
Other	14.2
Education	4.4
Lake Superior	
Social Sciences	44.6%
Verbal-Linguistic and Humanities	25.9
Science, Math, and Engineering	15.2
Other	11.6
Education	2.7
Michigan State	
Education	32.2%
Social Sciences	20.0
Verbal-Linguistic and Humanities	17.9
Science, Math, and Engineering	16.2
Other	13.2
Michigan Tech	
Science, Math, and Engineering	61.1%
Verbal-Linguistic and Humanities	17.9
Social Sciences	12.6
Other	4.2
Education	4.2

Institution and Subject Category	% of Institution's Activities
Northern	
Verbal-Linguistic and Humanities	30.2%
Social Sciences	21.4
Education	20.1
Other	15.1
Science, Math, and Engineering	13.2
Oakland	
Verbal-Linguistic and Humanities	34.5%
Social Sciences	36.4
Education	10.6
Other	9.3
Science, Math, and Engineering	5.3
Saginaw	
Social Sciences	34.5%
Verbal-Linguistic and Humanities	26.7
Other	20.7
Science, Math, and Engineering	12.1
Education	6.0
U of M - Ann Arbor	
Education	36.7%
Social Sciences	28.9
Verbal-Linguistic and Humanities	19.1
Science, Math, and Engineering	10.0
Other	4.4
U of M - Dearborn	
Social Sciences	38.0%
Science, Math, and Engineering	38.0
Verbal-Linguistic and Humanities	24.0
Other	--
Education	--

Institution and Subject Category	% of Institution's Activities
Wayne State	
Education	35.2%
Social Sciences	25.7
Verbal-Linguistic and Humanities	20.3
Other	11.1
Science, Math, and Engineering	7.3
Western	
Education	30.8%
Social Sciences	28.7
Verbal-Linguistic and Humanities	16.8
Other	13.0
Science, Math, and Engineering	10.7

C. LOCATION

1. Location of Activities

The 6,571 activities occurred in 68[5] of Michigan's 83 counties as well as in four other locations. (See Table 18 in Appendix B, and Table 49 in Appendix C.) Counties in which activities tended to occur most frequently were: Wayne, Oakland, Kent, Genesee, Saginaw, Macomb, Berrien, Muskegon, and Chippewa. Activities also tended to occur most frequently in "No Specific Location" (activity was a correspondence course, independent study, or similar activity); "Within Michigan in Nonspecifiable Locations"; and "Outside of the Country".

Less than one percent of the total activities occurred in each of the following 42 counties: Alpena, Antrim, Arenac, Barry, Branch, Cass, Cheboygan, Clare, Delta, Eaton, Emmet, Gladwin, Hillsdale, Huron, Iosco, Iron, Kalamazoo, Keweenaw, Lapeer, Leelanau, Lenawee, Livingston, Luce, Marquette, Mason, Mecosta, Missauke, Monroe, Montcalm, Ogemaw, Osceola, Oscoda, Otsego, Ottawa, Presque Isle, St. Joseph, Sanilac, Schoolcraft, Shiawasee, Tuscola, Van Buren, and Wexford.

None of the 6,571 activities occurred in 15 of Michigan's 83 counties: Alger, Baraga, Clinton, Crawford, Gogebic, Ionia, Kalkaska, Lake, Mackinac, Manistee, Menominee, Montmorency, Newaygo, Oceana, and Ontonagon.

2. Location of Subject Categories

Locations are presented here for the five broad subject categories referred to in Section A of this chapter. (See Table 79.)

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[5] Most of these were counties in which continuing education and extension activities occurred.

a. Social Sciences

Activities which fell in the Social Sciences category (Area Studies, Psychology, Public Affairs and Services, Social Sciences, Public Service Related Technologies) occurred in 45 Michigan counties: Alcona, Allegan, Alpena, Antrim, Bay, Benzie, Berrien, Cass, Charlevoix, Cheboygan, Chippewa, Delta, Dickinson, Genesee, Grand Traverse, Houghton, Huron, Ingham, Iosco, Iron, Isabella, Jackson, Kalamazoo, Kent, Lapeer, Lenawee, Luce, Macomb, Marquette, Mason, Midland, Muskegon, Oakland, Ogemaw, Oscoda, Otsego, Saginaw, St. Clair, St. Joseph, Sanilac, Schoolcraft, Tuscola, Washtenaw, Wayne, and Wexford.

Social Science type activities also occurred "Within Michigan in Nonspecifiable Locations"; "Outside of Michigan but Within the Country"; "Outside of the Country"; and in "No Specific Location."

b. Verbal-Linguistic and Humanities

Activities which fell in the broad category of Verbal-Linguistic and Humanities (Communications, Fine and Applied Arts, Foreign Languages, Letters, Library Science) occurred in 32 Michigan counties: Bay, Berrien, Calhoun, Charlevoix, Chippewa, Dickinson, Emmet, Genesee, Grand Traverse, Houghton, Ingham, Iosco, Isabella, Jackson, Kalamazoo, Kent, Keweenaw, Leelanau, Macomb, Midland, Monroe, Muskegon, Oakland, Isceola, Otsego, Otsego, Ottawa, Saginaw, St. Clair, St. Joseph, Van Buren, Wayne, and Wexford.

Verbal-Linguistic and Humanities type activities also occurred "Within Michigan in Nonspecifiable Locations"; "Outside of Michigan, but Within the Country"; "Outside of the Country"; and in "No Specific Location."

c. Science, Mathematics, and Engineering

Activities which fell in the broad category of Science, Mathematics, and Engineering (Agriculture and Natural Resources, Architecture and Environmental Design, Biological Sciences, Computer and Information Sciences, Engineering, Mathematics, Physical Science, Data Processing Technologies, Mechanical and Engineering Technologies, Natural Science Technologies) occurred in 37 Michigan counties: Allegan, Alpena, Antrim, Barry, Bay, Berrien, Charlevoix, Chippewa, Clare, Dickinson, Genesee, Grand Traverse, Gratiot, Houghton, Ingham, Iosco, Isabella, Jackson, Kent, Lapeer, Lenawee, Livingston, Macomb, Marquette, Midland, Monroe, Montcalm, Muskegon, Oakland, Otsego, Ottawa, Roscommon, Saginaw, St. Clair, Washtenaw, Wayne, and Wexford.

Science, Mathematics, and Engineering type activities also occurred "Within Michigan in Nonspecifiable Locations"; "Outside of Michigan but Within the Country"; "Outside of the Country"; and in "No Specific Location."

d. Other

Activities which fell in the broad category of Other (Business and Management, Health Professions, Home Economics, Military Science, Interdisciplinary Studies, Business and Commerce Technologies, Health Sciences and Paramedical Technologies) occurred in 27 Michigan counties: Arenac, Bay, Berrien, Calhoun, Cass, Chippewa, Dickinson, Genesee, Grand Traverse, Houghton, Ingham, Iosco, Jackson, Kalamazoo, Kent, Macomb, Marquette, Mecosta, Midland, Muskegon, Oakland, Saginaw, Sanilac, Tuscola, Washtenaw, Wayne, and Wexford.

"Other" category activities also occurred "Within Michigan in Nonspecifiable Locations"; "Outside of the Country", and in "No Specific Location."

e. Education

Activities which fell in the Education category occurred in 58 Michigan counties as well as "Within Michigan in Nonspecifiable Locations"; "Outside of Michigan, but Within the Country"; "Outside of the Country"; and in "No Specific Location."

D. EDUCATIONAL LEVEL

1. Educational Level of Activities

Activities available for credit to undergraduates numbered 6,571[6] and of these 51% were specifically designated as undergraduate level activities; 18% as graduate level activities generally open to some levels of undergraduates without restriction; and 31% as graduate level activities generally only available to some grade levels of undergraduates who meet special conditions. Thus, over half of the available activities were designed for the undergraduate level; and the remaining activities were designed for the graduate level although they were available to undergraduates. (See Table 80.)

The specific educational levels of the 6,571 activities were as follows: 13% were classified at the freshman level; 15% at the sophomore level; 36% junior level; 50% senior level and 51% at the graduate level. (These percentages total more than 100% as the educational levels are not mutually exclusive categories.) (See Table 81.)

Those institutions which included in their offerings the largest proportion of activities which were specifically for undergraduates were, in descending rank order:

Ferris (100%) (Most were senior level.)

Grand Valley (100%) (Most were senior and junior levels.)

Lake Superior (100%) (Most were freshman level.)

Saginaw (100%) (Most were senior level.)

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[6] An additional 2,412 activities (beyond the 6,571) were absolutely restricted to only graduate students and were not included in any of the analyses.

U of M - Dearborn (92%) (Most were senior and junior levels.)

Michigan Tech (90%) (Most were senior level.)

Oakland (89%) (Most were senior level.)

Wayne State (71%) (Most were senior and junior levels.)

Northern (59%) (Most were senior and junior levels.)

Institutions which offered the largest proportion of graduate activities that were also available to undergraduates were, in rank order: U of M - Ann Arbor (83% of its activities were graduate level but available to undergraduates); Eastern (60%); Central (58%); Michigan State (57%); and Western (54%).

2. Educational Level of Subject Categories

Educational levels of the broad subject categories are presented in Tables 82 and 83.

a. Undergraduate

Undergraduate level activities numbered 3,345 and of these, in rank order, 30% were in the broad category of Social Sciences; 25% were in Verbal-Linguistic and Humanities; 19% in Education; 13% in Science, Mathematics, and Engineering; and 13% were in the broad category of Other.

The percentage of each broad subject matter category which fell into eacl specific educational level of freshman through senior are listed below in rank order by education level (specific educational levels are not mutually exclusive categories).

Level	% of Each Level
Freshman (N = 70)	
Social Sciences	39%
Verbal-Linguistic and Humanities	27
Education	13
Other	13
Science, Math, and Engineering	8
Sophomore (N = 977)	
Social Sciences	22%
Verbal-Linguistic and Humanities	13
Other	9
Education	7
Science, Math, and Engineering	4
Junior (N = 2,354)	
Education	36%
Social Sciences	26
Verbal-Linguistic and Humanities	18
Science, Math, and Engineering	11
Other	8
Senior (N = 2,016)	
Education	31%
Social Sciences	23
Verbal-Linguistic and Humanities	20
Science, Math, and Engineering	15
Other	10

b. Graduate (Available to Undergraduates)

(1) Open. Graduate level activities generally open to some levels of undergraduates without restrictions numbered 1,194, and of these, in rank order, 59% were in the Education category; 18% were in Social Sciences; 10% in Verbal-Linguistic and Humanities; 9% in Science, Mathematics, and Engineering; and 5% were in the Other category.

(2) Special Conditions. Activities generally available to some levels of undergraduates who meet special conditions numbered 2,012, and of these, in rank order, 46% were in the Education category; 21% were Social Sciences, 13% were Verbal-Linguistic and Humanities; 12% were Science, Mathematics, and Engineering; and 7% were in the Other category.

The percentage of each broad subject matter category which fell into the specific educational level of graduate (in the freshman through graduate level categories analysis) were: Education - 51%; Social Sciences - 20%; Verbal-Linguistic and Humanities - 12%; Science, Mathematics, and Engineering - 11%, and Other - 6%.

3. Locations of Specific Educational Level Activities

a. Freshman and Sophomore

Freshman and Sophomore activities were located in 38 of the 68 Michigan counties that had activities: Allegan, Antrim, Bay, Berrien, Calhoun, Cheboygan, Chippewa, Dickinson, Emmet, Genesee, Grand Traverse, Houghton, Huron, Iosco, Iron, Isabella, Jackson, Kent, Keweenaw, Lapeer, Livingston, Luce, Macomb, Marquette, Mason, Midland, Montcalm, Muskegon, Oakland, Otsego, Ottawa, Roscommon, Saginaw, St. Joseph, Tuscola, Washtenaw, Wayne, and Wexford.

Freshman and Sophomore activities also were located "Within Michigan in Nonspecifiable Locations"; "Outside of Michigan, but Within the Country"; "Outside of the Country"; and in "No Specific Location".

b. Junior and Senior

Junior and Senior level activities were located in 62 of the 68 Michigan counties that had activities. (Arenac, Hillsdale, Iron, Keweenaw, Luce, and Monroe counties had no upper division level activities.) Junior and senior activities also were located "Within Michigan, but in Nonspecifiable Locations"; "Outside of Michigan, but Within the Country"; "Outside of the Country"; and in "No Specific Location."

c. Graduate

Graduate level activities (available to undergraduates) were located in 66 of the 68 counties with activities. (Chippewa, Iron, Leelanau, and Luce had no graduate level activities.) Graduate activities also were located "Within Michigan in Nonspecifiable Locations"; "Outside of Michigan, but Within the Country"; "Outside of the Country"; and in "No Specific Location".

E. ON- OR OFF-CAMPUS

1. On- or Off-Campus

Continuing education and extension activities occurred primarily off-campus in specific locations (e.g., extension center, school, etc.,) whereas regular instructional program activities occurred off-campus in non-specific locations.

Almost all (94%) of the total 6,571 activities occurred off-campus in specific locations (56.6%) or in non-specific locations (37%). (See Table 84.) "Non-specific" locations signified that the activities occurred anywhere because they were independent study, correspondence, or similar activities. Twelve of the 14 institutions had the largest proportion of their activities occurring off-campus.

A small percentage (6.1%) of the activities occurred on-campus. Three institutions had none of their activities occurring on-campus. Two institutions had the larger proportion of their activities occurring on-campus; Lake Superior (52.7%) and Oakland (91.4%). Lake Superior's on-campus activities took place in the evenings or on Saturdays. Oakland's on-campus activities were offered through the regular instructional program but an examination of the listing of activities for Oakland indicated that these were activities which could actually take place off-campus.

2. On- and Off-Campus Location of Subject Categories

The on- or off-campus locations of the five broad subject categories are provided in Table 85.

a. Off-Campus (Specific Locations)

The 3,719 activities located off-campus in specific locations were distributed among the five broad subject categories in the following rank order:

Education - 50.7%; Social Sciences - 24.4%; Verbal-Linguistic and Humanities - 10.4%; Other - 7.5%; and Science, Mathematics, and Engineering - 6.7%.

b. Off-Campus (Non-Specific Locations)

The 2,433 activities located off-campus in non-specific locations covered the subject categories in the following manner: Verbal-Linguistic and Humanities - 28.3%; Social Sciences - 25.6%; Science, Mathematics, and Engineering - 20.7%; Other - 12.5%; and Education - 12.3%.

c. On-Campus

The 402 activities located on-campus fell in the following broad subject categories: Verbal-Linguistic and Humanities - 33.1%; Social Sciences - 25.1%; Education - 16.2%; Other - 15.7%; and Science, Mathematics, and Engineering - 10.2%

3. Location of On- and Off-Campus Activities

a. Off-Campus (Specific Locations)

The 3,719 activities located off-campus were located in all 68 counties having activities. Off-campus activities in specified locations also were located "Within Michigan in Nonspecifiable Locations" (not contradictory in that the locations of these activities could not be specified exactly for this study, but they did take place in several specific places, centers, or schools); "Outside of Michigan, but Within the Country"; and "Outside of the Country".

b. On-Campus

The 402 on-campus activities were located in 20 of Michigan's 68 counties with activities: Calhoun, Chippewa, Delta, Emmet, Genesee, Houghton, Ingham, Isabella, Jackson, Kent, Keweenaw, Macomb, Marquette, Mecosta, Monroe, Oakland, Ottawa, Saginaw, Washtenaw, and Wayne.

F. TYPE AND NUMBER OF CREDITS OFFERED

The type of credits offered for the 6,571 activities was semester credit (53.6% of the activities); and quarter credit (46.1%). (See Table 86.)

Most of the continuing education activities were offered for three, two, and four credits, whereas, most of the regular instructional program activities were offered for variable credit.

The number of credits offered for the total 6,571 activities ranged from 1 to 95 plus variable credit. Variable credit was given for 31% of the 6,571 activities; and the greater proportion of the remaining activities were offered for 2, 3, or 4 credits.

G. INSTRUCTIONAL TECHNIQUE

The vast majority (88%) of the 3,589 continuing education activities were delivered using the "Course" instructional technique. (Definitions of the instructional techniques have been included in Chapter III - Procedures.) An additional 5.6% of the activities utilized the "Correspondence" technique; 2.1% "Independent Study"; 1.9% "Field Study, Workshop, Institute, Conference", and 1.6% "Travel-Study".

In contrast, the vast majority (79%) of the regular instructional program activities were delivered using the "Independent Study" technique. Another 15.6% of the activities utilized the "Work Study, Internship" technique; and 3% the "Field Study, Workshop, Institute, Conference" technique.

The delivery methods used, in rank order of the frequency with which they were used for all 6,571 activities were:

Technique	% of Total Activities
Course	48.2%
Independent Study	36.8
Work Study, Internship	7.4
Correspondence	3.1
Field Study, Workshop, Institute, Conference	2.4
Travel-Study	1.3
Broadcast Radio	0.2
Other	0.2
Credit by Exam	0.1
Closed Circuit or Broadcast TV	0.04
Learning Package	0.03

Eastern was the one institution which made use of the "Broadcast Radio" technique; and Michigan State the one institution which used "Closed Circuit or Broadcast TV".

"Travel-Study" was used by eight institutions: Central, Eastern, Grand Valley, Michigan State, Michigan Tech, U of M - Ann Arbor, Wayne State, and Western.

"Field-Study, Workshop, Institute, Conference" was utilized by ten institutions: Central, Eastern, Michigan State, Michigan Tech, Northern, Oakland, Saginaw, U of M - Ann Arbor, Wayne State and Western.

The "Correspondence" delivery method was used by five institutions: Central, Eastern, Michigan State, U of M - Ann Arbor, and Western.

All 14 institutions used the "Independent Study" instructional technique.

The "Course" method was utilized by 11 institutions: Central, Eastern, Grand Valley, Lake Superior, Michigan State, Michigan Tech, Northern, Saginaw Valley, U of M - Ann Arbor, Wayne State and Western. (See Table 87.)

H. BEGINNING MONTH

The three months in which the 6,571 activities in 1971-72 most frequently began were, in rank order: January (27.2% of the total activities); September (24%); and June (16.5%). (See Table 88.)

March was the beginning month for 9% of the activities; and "Anytime" during the year, 8.2%.

April was the beginning month for 5.5% of the activities; August for 4%; and May 3.3%.

Less than 1% of the activities began in the months of February, October, November, and December.

Over half (51.6%) of Northern's activities began "Anytime" during the year, and their remaining activities began primarily in September and February.

The activities of Eastern and Western most frequently began in January, June, and September. Central's activities also began most frequently in January, June, and September as well as "Anytime" during the year.

January, March, June and September were the most frequent beginning months of activities for Ferris, Michigan State, and Wayne State.

January, April, June, and September were the most frequent beginning months of activities for Grand Valley, Lake Superior, Michigan Tech, and Oakland.

Activities of Saginaw and U of M - Ann Arbor most frequently began in January, September and May; and those of U of M - Dearborn in January, September and July.

I. CO-SPONSORSHIP

Almost all of the activities (96% of the continuing education and extension, and 99.5% of the regular instructional program) were sponsored by a single institution; i.e., one or another of the MCSCP institutions.

Ten of the 14 MCSCP institutions indicated some co-sponsorship of a few of their activities. Those institutions which indicated co-sponsorship (CCCHE and/or _non_-CCCHE) of some of their continuing education and extension activities were: Central, Eastern, Grand Valley, Michigan State, U of M - Ann Arbor, and Wayne State. Institutions which indicated co-sponsorship (Council and _non_-Council) of some of their regular instructional program activities were Ferris, Northern, Oakland, and Western.

J. FACULTY

Continuing education and extension activities as well as regular instructional program activities were primarily taught or monitored by faculty working for the institution ("Institutional" faculty) - 74.9% and 83.8%, respectively. "Supplementary" faculty (procured elsewhere) taught or monitored 22.8% of the continuing education and extension activities; whereas, "Both" institutional and supplementary faculty were used for 15.4% of the regular instructional program activities.

When all the activities were combined to total 6,571, the following was true of the types of faculty utilized to teach or monitor the activities (see Table 89). The majority (78.9%) of the 6,571 activities were taught or monitored by institutional faculty. An additional 12.7% were taught by supplementary faculty; and 8.1% by "Both" institutional and supplementary faculty.

Ferris used "Both" institutional and supplementary faculty to teach or monitor over half (56.5%) of their reported activities; and institutional faculty for the other 43.5%.

U of M - Dearborn used only institutional faculty; and five institutions (Grand Valley, Michigan Tech, Northern Michigan, Oakland, and Saginaw) used almost exclusively institutional faculty. Institutional faculty taught 83% to 85% of the activities at Central, Eastern, Michigan State, and Western; and 71% to 79% of the activities at Lake Superior and U of M - Ann Arbor.

Institutional faculty taught or monitored 52.6% of the activities at Wayne State; and supplementary faculty, 30.5%.

K. USUAL FREQUENCY OF OFFERING

Over half (56%) of the continuing education and extension activities are usually offered "sporadically or on demand" in the specified location. Another 21% are usually offered "one term each year"; 11% - "all year or four or more terms each year"; and 7% - "two terms each year".

In contrast, approximately half (49%) of the regular instructional program activities are usually offered "all year or four or more terms each year" in the specified location. Another 23% are usually offered "three terms each year"; 12% - "sporadically or on demand"; 11% - "two terms each year"; and 6% - "one term each year".

When all the activities were combined to total 6,571 the following distribution of offering of the activities in the specified location was found (also see Table 90):

"Sporadically or on demand" is the usual frequency of offering for 35.8% of the activities. An additional 28.1% are usually offered "All year or four or more terms each year"; 14% - "one term each year"; 12.3% - "three terms each year"; and 8.7% - "two terms each year".

Three institutions offer the largest proportion of their activities "sporadically or on demand": Eastern (61.4% of its activities); Central (58.4%); and Northern (51.6%).

Two institutions offer a sizeable proportion of their activities "sporadically or on demand" and another sizeable proportion "all year or four or more terms each ": Western (48.2% and 37.7%, respectively); and Michigan State (30.5% and 39.9%, respectively).

Two institutions offer the majority of their activities "all year or four or more terms each year": Ferris (85.9%); and Grand Valley (60.2%).

Oakland usually offers its activities "all year or four or more terms each year" (49%) and "three terms each year" (34.4%).

U of M - Dearborn offers most (88%) of its activities "three terms each year."

Wayne State usually offers its activities "all year or four or more terms each year" (36.1%), "three terms each year" (22.4%), and "one term each year" (22.2%).

Saginaw offers its activities "three terms each year" (41.4%), and "two terms each year" (33.6%).

Lake Superior usually offers its activities "two terms each year" (48.2%), and "one term each year" (42%).

L. ACTIVITY OFFERED IN 1969-70 AND 1970-71

During the academic years 1969-70 and 1970-71, roughly one-third of the continuing education and extension activities were offered (32% and 42%, respectively); over one-third were not offered (47% and 37%, respectively); and for slightly less than the remaining one-third, it was uncertain as to whether or not they were offered (21% each year).

In contrast, over three-fourths of the regular instructional program activities were offered during 1969-70 and 1970-71 (76% and 79%, respectively); less than one fourth were not offered (17% and 15%, respectively); and it was uncertain for very few activities (7% and 4%, respectively).

H. PLANS TO OFFER ACTIVITIES IN THE FUTURE

1. Plans to Offer Activities

Plans to offer the 1971-72 continuing education and extension activities in 1972-73, 1973-74, and 1974-75 were positively indicated for 40%, 30%, and 30%, respectively, of the activities. Plans were uncertain for 37%, 65%, and 66%, respectively, of the activities; and 22%, 4% and 4%, respectively, will not be offered.

In contrast, plans to offer the 1971-72 regular instructional program activities in 1972-73, 1973-74, and 1974-75 were positively indicated for 99%, 59%, and 59%, respectively, of the activities. Plans were uncertain for less than 1%, 40%, and 41%, respectively, of the activities.

When the activities were combined to total 6,571 the plans to offer were as follows: (See Table 91.)

Plans to offer the total 1971-72 activities in 1972-73, 1973-74, and 1974-75 were positively indicated for 66.8%, 43.2%, and 42.8%, respectively, of the activities. Plans were uncertain for 20.5%, 53.7%, and 54.5%, respectively, of the activities; and 12.5%, 2.8%, and 2.4%, respectively, will not be offered.

Thirteen of the 14 institutions planned to offer the majority of their activities in 1972-73. Eastern indicated positive plans for 43.6% of its activities; uncertain plans for 28.3%; and negative plans for 27%.

Ten institutions plan to offer the majority of their activities in 1973-74. Four institutions (Eastern, Michigan State, Oakland, and U of M - Ann Arbor) indicated uncertainty for the majority of their activities.

Nine institutions plan to offer a majority of their activities in 1974-75; and one institution plans to offer 50%. Four institutions (Eastern, Michigan State, Oakland, and U of M - Ann Arbor) indicated uncertainty for the majority of their activities.

2. Plans to Offer Subject Categories

Information concerning plans to offer the subject categories in the specified locations during 1972-73, 1973-74, and 1974-75 is provided in Table 92. These data are presented here for the positive, negative, and uncertain plans for 1972-73; and for the positive and uncertain plans for 1973-74 and 1974-75.

a. 1972-73

(1) Yes. Plans to offer the 1971-72 activities in 1972-73 were positively indicated for 4,386 activities. These 4,386 activities were distributed across the five broad subject categories as follows, in rank order: Social Sciences - 26%; Education - 25%; Verbal-Linguistic and Humanities - 23%; Science, Mathematics, and Engineering - 14%; and Other - 13%.

(2) Don't Know. 1972-73 plans were uncertain for 1,344 activities: Education - 46%; Social Sciences - 28%; Science, Mathematics, and Engineering - 10%; Verbal-Linguistic and Humanities - 10%; and Other - 5%.

(3) No. Plans were negative for 818 activities: Education - 64%; Social Sciences - 14%; Verbal-Linguistic and Humanities - 9%; Science, Mathematics, and Engineering - 8%; and Other - 5%.

b. 1973-74

(1) Yes. Plans to offer the 1971-72 activities in 1973-74 were positively indicated for 2,841 activities distributed across the subject categories as follows, in rank order: Education - 31%; Social Sciences - 25%;

Verbal-Linguistic and Humanities - 22%; Science, Mathematics, and Engineering - 12%; and Other - 11%.

(2) Don't Know. 1973-74 plans were uncertain for 3,530 activities: Education - 37%; Social Sciences - 26%; Verbal-Linguistic and Humanities - 16%; Science, Mathematics, and Engineering - 12%; and Other - 9%.

c. 1974-75

(1) Yes. Plans to offer the 1971-72 activities in 1974-75 were positively indicated for 2,812 activities distributed among the subject categories as follows, in rank order: Education - 30%; Social Sciences - 25%; Verbal-Linguistic and Humanities - 22%; Science, Mathematics, and Engineering - 12%; and Other - 11%.

(2) Don't Know. 1974-75 plans were uncertain for 3,583 activities: Education - 37%; Social Sciences - 26%; Verbal-Linguistic and Humanities - 16%; Science, Mathematics, and Engineering - 11%; and Other - 9%.

H. SUMMARY

Findings: Total Resources Available To an External Degree Program

The major findings concerning the total resources available to an external degree program through the continuing education and extension divisions and through the regular instructional programs are summarized below. The summary follows the format of this chapter for ease in reading as well as in referral back in the chapter.

1. Activities. Fourteen of the 15 MCSCP institutions had a total of 6,571 activities available for credit to undergraduates for an external degree program.

The six institutions which offered the greater proportion of these activities were, in rank order: Michigan State, Wayne State, Central, U of M - Ann Arbor, Western, and Eastern.

2. Other Educational Alternatives. Educational alternatives available to an external degree program included, but were not limited to, the earning of college credit through institutionally developed proficiency examination, learning packages, and life experiences.

A. PBES CATEGORY

The three most frequent PBES categories were, in rank order: "Education"; "Social Sciences, Area Studies, Human Service, and Public Affairs"; and "Arts, Humanities, and Letters."

B. SUBJECT CATEGORIES

The 6,571 activities were offered in 29 different subject matter areas. These subject matter areas were grouped into five broader categories and the kinds of activities offered using these broad categories were: Education (34.4%), Social Sciences (24.9%); Verbal-Linguistic and Humanities (18.4%); Science, Mathematics, and Engineering (12.1%); and Other (9.9%).

C. LOCATION

1. Location of Activities. The 6,571 activities occurred in 68 of Michigan's 83 counties as well as in four additional locations. Activities occurred most frequently in the counties of Wayne, Oakland, Kent, Genesee, Saginaw, Macomb, Berrien, Muskegon, and Chippewa as well as in "No Specific Location;" "Within Michigan in Nonspecifiable Locations;" and "Outside of the Country."

Less than one percent of the activities occurred in each of 42 counties.

None of the activities occurred in 15 counties: Alger, Baraga, Clinton, Crawford, Gogebic, Ionia, Kalkaska, Lake, Mackinac, Manistee, Menominee, Montmorency, Newaygo, Oceana, and Ontonagon.

2. Location of Subject Matter Activities. Activities which fell in the broad category of Social Sciences occurred in 45 Michigan counties; Verbal-Linguistic and Humanities in 32 counties; Science, Mathematics, and Engineering in 37 counties; Other in 27 counties; and Education in 58 counties. All the activities, with the exception of Other, also occurred "Within Michigan in Nonspecifiable Locations;" "Outside of Michigan, but Within the Country;" "Outside of the Country;" and in "No Specific Location." Other category activities occurred in three of the four additional locations, but not "Outside of Michigan, but Within the Country."

D. EDUCATIONAL LEVEL

1. Educational Level of Activities. Over half (51%) of the 6,571 activities available for credit to undergraduates were designed for the undergraduate level; and the remaining activities were designed for the graduate level, but were available to undergraduates (18% were generally open to some levels of undergraduates without restriction; and 31% were generally available to some levels of undergraduates who meet special conditions).

Fewer activities were available at the lower division level (13% freshman and 15% sophomores) than at the upper division (36% junior and 50% senior) or graduate (51%) levels. (Percentages total more than 100% as the educational levels are not mutually exclusive categories.)

The nine institutions which included in their offerings the largest proportion of activities specifically designed for undergraduates were, in rank order: Ferris, Grand Valley, Lake Superior, Saginaw, U of M - Dearborn, Michigan Tech, Oakland, Wayne State, and Northern. Most of these undergraduate offerings were at the senior and/or junior, except at Lake Superior, where most were at the freshman level.

2. Educational Level of Subject Categories. The 3,345 undergraduate level activities were, in rank order, in the broad category of Social Sciences - 30%; Verbal-Linguistic and Humanities - 25%; Education - 19%; Science, Mathematics, and Engineering - 13%; and Other - 13%.

The 1,194 graduate level activities generally open to some levels of undergraduates were primarily in Education - 59%. These were followed by Social Sciences - 18%; Verbal-Linguistic and Humanities - 10%; Science, Mathematics, and Engineering - 9%; and Other - 5%.

The 2,012 graduate level activities generally available to some levels of undergraduates who meet special conditions were primarily in Education - 46%; and followed by Social Sciences - 21%; Verbal-Linguistic and Humanities - 13%; Science, Mathematics, and Engineering - 12%; and Other - 7%.

3. Locations of Specific Educational Level Activities. Lower division activities were located in over half of the Michigan counties with activities (38 out of 68); whereas upper division and graduate-level activities were in most of the counties with activities (62 and 68 counties, respectively). All level activities also were located "Within Michigan in Nonspecifiable Locations;" "Outside of Michigan, but Within the Country;" "Outside of the Country;" and in "No Specific Location."

E. ON- OR OFF-CAMPUS

1. On- or Off-Campus Activities. Almost all (94%) of the 6,571 activities occurred off-campus primarily in specific locations (56.6%), and less frequently in non specific locations (37%). A small percentage (6.1%) occurred on-campus. (These were mainly evening and Saturday activities, as well as activities which could actually take place off-campus.)

2. On- and Off-Campus Location of Subject Categories. The 3,719 off-campus (specific Location) activities were, in rank order: Education, Social Sciences, Verbal-Linguistic and Humanities, Other, and Science, Mathematics, and Engineering.

The 2,433 off-campus (non-specific locations) activities, in rank order, were: Verbal-Linguistic and Humanities, Social Sciences, Science, Mathematics, and Engineering, Other, and Education.

The 402 on-campus activities, in rank order, were: Verbal-Linguistic and Humanities, Social Sciences, Education, Other, and Science, Mathematics and Engineering.

3. Location of On- and Off-Campus Activities. Activities were located on-campus in 20 of Michigan's 68 counties with activities; and off-campus in specific locations in all 68 counties as well as "Within Michigan in Nonspecifiable Locations;" "Outside of Michigan, but Within the Country;" and "Outside of the Country."

F. TYPE AND NUMBER OF CREDITS

Semester credit (53.6%) and quarter credit (46.1%) were offered for the activities. The number of credits ranged 1 to 95 plus variable credit. Variable credit was given for 31% of the activities; and the remaining activities were most frequently offered for two, three, or four credits.

G. INSTRUCTIONAL TECHNIQUE

The greater proportion of the total 6,571 activities were delivered using the "Course" (48.2%) and the "Independent Study" (36.8%) instructional techniques. Other delivery methods used, in descending rank order of the frequency with which they were used (7.4% to 0.03%) were: "Work Study, Internship;" "Correspondence;" "Field Study, Workshop, Institute, Conference;" "Travel-Study;" "Broadcast Radio;" "Other;" "Credit by Exam;" "Closed Circuit or Broadcast TV;" and "Learning Package."

H. BEGINNING MONTH

The three months in which the 1971-72 activities most frequently began were January (27%), September (24%), and June (17%). Other months or times when activities started, in rank order according to the frequency of beginning activities, were: March (9%); "Anytime" (8%); and April, August, May (6%, 4%, 3%, respectively). Less than 1% of the activities began in February, October, November, and December.

I. CO-SPONSORSHIP

Almost all of the activities were sponsored by a single institution; i.e., one or another of the MCSCP institutions. Ten of the 14 MCSCP institutions indicated some, but limited, co-sponsorship of a few of their activities.

J. FACULTY

The majority of the activities were taught or monitored by institutional faculty (79%). Supplementary faculty procured elsewhere, taught or monitored 13%; and "Both" institutional and supplementary faculty - 8%.

K. USUAL FREQUENCY OF OFFERING

"Sproadically or on demand" is the usual frequency of offering for over one-third (35.8%) of the activities. Other usual offerings, in rank order, are: "all year or four or more terms each year" - 28%; "one term each year" - 14%; "three terms each year" - 12%; and "two terms each year" - 9%.

Three institutions offer the majority of their activities "sporadically or on demand;" and five other institutions "sporadically or on demand" and "all year or four or more terms each year." The remaining six institutions vary among themselves in the alternative usual offerings of a majority of their activities.

M. PLANS TO OFFER ACTIVITIES IN THE FUTURE

1. Plans to Offer Activities. Plans to offer the total 1971-72 activities in the specified locations in 1972-73, 1973-74 and 1974-75 were as follows: Positive - 67%, 43%, and 43%, respectively; Negative - 13%, 3%, and 2%, respectively; and Uncertain - 21%, 54%, and 55%, respectively.

Thirteen institutions plan to offer the majority of their activities in 1972-73; and ten institutions in 1973-74 as well as in 1974-75. The other institutions generally indicated uncertainty of plans to offer the majority of their activities.

2. Plans to Offer Subject Categories. Positive plans to offer the activities in 1972-73 were most frequent for Social Sciences activities, followed, in rank order, by Education, Verbal-Linguistic and Humanities, Science, Mathematics, and Engineering, and Other. Positive plans in 1973-74, as well as in 1974-75 were most frequent for Education, followed in rank order, by Social Sciences, Verbal-Linguistic and Humanities, Science, Mathematics and Engineering, and Other.

Uncertain plans in 1972-73 were most frequent for Education activities followed, in rank order, by Social Sciences, Science, Mathematics, and Engineering, Verbal-Linguistic and Humanities, and Other. Uncertain plans in 1973-74, as well as in 1974-75 were most frequent for Education, followed in descending order by Social Science, Verbal-Linguistic and Humanities, Science, Mathematics, and Engineering, and Other.

Appendix D Table 76

Graduate Level Activities Absolutely Restricted to Only Graduate Students
(1971-72 Activities)
14 MCSCP Institutions

Institution	Activities[a] f	Activities[a] %
01 Central Mich U	299	12.4
02 Eastern Mich U	235	9.7
03 Ferris State C	—	—
04 Grand Valley S C	—	—
05 Lake Superior S C	—	—
06 Mich State U	353	14.6
07 Mich Tech U	56	2.3
08 Northern Mich U	11	0.5
09 Oakland U	—	—
10 Saginaw Valley C	—	—
11 U of M - Ann Arbor	389	16.1
12 U of M - Dearborn	3	0.1
14 Wayne State U	890	36.9
15 Western Mich U	176	7.3
Total	2412	100.0

[a] These activities were not included in the analyses of data for the undergraduate external degree program study.

Appendix D

Table 77

PBES Category Designation of Activities
(1971-72 Activities = 6,571)
14 MCSCP Institutions

Institution	PBES Category[a]																								Total Activities	
	Ag & Nat Res		Arts, Hum, Letters		Bio Sci		Bus, Mgmt, Commer		Compu & Info Sci		Educ		Eng, Arch, & Rel Tech Flds		Hlth Sci Profess		Phys Sci & Math		Soc Sci, Area Studs, Hum Serv, Pub Aff		Other		NA			
	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[c]
01 Central Mich U	--	--	113	10.5	42	3.9	37	3.4	5	0.5	506	47.0	21	1.9	--	--	46	4.3	271	25.2	34	3.2	2	0.2	1077	16.4
02 Eastern Mich U	--	--	83	14.8	25	4.5	2	0.4	--	--	275	49.2	--	--	--	--	27	4.8	116	20.8	15	2.7	16	2.9	559	8.5
03 Ferris State C	--	--	6	6.5	4	4.3	12	13.0	--	--	33	35.9	3	3.3	14	15.2	4	4.3	16	17.4	--	--	--	--	92	1.4
04 Grand Valley S C	--	--	32	28.3	18	15.9	8	7.1	--	--	5	4.4	--	--	8	7.1	25	22.1	17	15.0	--	--	--	--	113	1.7
05 Lake Superior S C	--	--	29	25.9	6	5.4	13	11.6	--	--	3	2.7	2	1.8	--	--	9	8.0	50	44.6	--	--	--	--	112	1.7
06 Mich State U	56	3.5	233	14.7	74	4.7	57	3.6	10	0.6	529	33.3	35	2.2	20	1.3	119	7.5	252	15.8	190	11.9	15	0.9	1590	24.2
07 Mich Tech U	2	2.1	17	17.9	6	6.3	7	7.4	2	2.1	4	4.2	33	34.7	3	3.2	11	11.6	9	9.5	1	1.1	--	--	95	1.4
08 Northern Mich U	--	--	55	34.6	11	6.9	15	9.4	--	--	34	21.4	--	--	--	--	12	7.5	32	20.1	--	--	--	--	159	2.4
09 Oakland U	--	--	58	38.4	--	--	5	3.3	--	--	16	10.6	--	--	--	--	8	5.3	51	33.8	13	8.6	--	--	151	2.3
10 Saginaw Valley C	--	--	50	43.1	7	6.0	2	1.7	2	1.7	7	6.0	10	8.6	--	--	4	3.4	34	29.3	--	--	--	--	116	1.8
11 U of M - Ann Arbor	19	2.5	137	18.3	9	1.2	11	1.5	25	3.3	265	35.5	15	2.0	10	1.3	30	4.0	204	27.3	12	1.6	10	1.3	747	11.4
12 U of M - Dearborn	--	--	12	24.0	6	12.0	--	--	--	--	--	--	8	16.0	--	--	5	10.0	19	38.0	--	--	--	--	50	0.8
14 Wayne State U	25	2.3	284	26.2	13	1.2	28	2.6	6	0.6	357	32.9	24	2.2	2	0.2	23	2.1	246	22.7	62	5.7	16	1.5	1086	16.5
15 Western Mich U	1	0.2	87	13.9	25	4.0	64	10.3	--	--	179	28.7	26	4.2	16	2.6	21	3.4	154	24.7	51	8.2	--	--	624	9.5
Total f & %[c]	103	1.6	1196	18.2	246	3.7	261	4.0	50	0.8	2213	33.7	177	2.7	73	1.1	344	5.2	1471	22.4	378	5.8	59	0.9	6571	100.0

[a] PBES = Program Budget Evaluation System for Higher Education, State of Michigan, February, 1972.

[b] Frequency and percentage of institution's activities.

[c] Frequency and percentage of total activities = 6,571.

Table 78

Subject Categories
(1971-72 Activities = 6,571)
14 MCSCP Institutions

Institution	Subject Category																		Total Activities	
	SOC SCI		% of SS (1633)	VERB-LING & HUM		% of VLH (1210)	SCI, MATH, & ENG		% of SME (797)	OTHER		% of O (649)	EDUC		% of E (2258)	No Subj on P.O.[c]		% of NSPO (24)		
	f	%[a]		f	%[a]		f	%[a]		f	%[a]		f	%[a]		f	%[a]		f	%
01 Central Mich U	291	27.0	17.8	135	12.5	11.2	90	8.4	11.3	47	4.4	7.2	513	47.6	22.7	1	0.1	4.2	1077	16.4
02 Eastern Mich U	119	21.3	7.3	90	16.1	7.4	38	6.8	4.8	24	4.3	3.7	285	51.0	12.6	3	0.5	12.5	559	8.5
03 Ferris State C	4	4.3	0.2	6	6.5	0.5	11	12.0	1.4	38	41.3	5.9	33	35.9	1.5	-	---	---	92	1.4
04 Grand Valley S C	17	15.0	1.0	32	28.3	2.6	43	38.1	5.4	16	14.2	2.5	5	4.4	0.2	-	---	---	113	1.7
05 Lake Superior S C	50	44.6	3.1	29	25.9	2.4	17	15.2	2.1	13	11.6	2.0	3	2.7	0.1	-	---	---	112	1.7
06 Mich State U	318	20.0	19.5	284	17.9	23.5	257	16.2	32.2	210	13.2	32.4	512	32.2	22.7	9	0.6	37.5	1590	24.2
07 Mich Tech U	12	12.6	0.7	17	17.9	1.4	58	61.1	7.3	4	4.2	0.6	4	4.2	0.2	-	---	---	95	1.4
08 Northern Mich U	34	21.4	2.1	48	30.2	4.0	21	13.2	2.6	24	15.1	3.7	32	20.1	1.4	-	---	---	159	2.4
09 Oakland U	55	36.4	3.4	58	38.4	4.8	8	5.3	1.0	14	9.3	2.2	16	10.6	0.7	-	---	---	151	2.3
10 Saginaw Valley C	40	34.5	2.4	31	26.7	2.6	14	12.1	1.8	24	20.7	3.7	7	6.0	0.3	-	---	---	116	1.8
11 U of M - Ann Arbor	216	28.9	13.2	143	19.1	11.8	75	10.0	9.4	33	4.4	5.1	274	36.7	12.1	6	0.8	25.0	747	11.4
12 U of M - Dearborn	19	38.0	1.2	12	24.0	1.0	19	38.0	2.4	--	---	---	--	---	---	-	---	---	50	0.8
14 Wayne State U	279	25.7	17.1	220	20.3	18.2	79	7.3	9.9	121	11.1	18.6	382	35.2	16.9	5	0.5	20.8	1086	16.5
15 Western Mich U	179	28.7	11.0	105	16.8	8.7	67	10.7	8.4	81	13.0	12.5	192	30.8	8.5	-	---	---	624	9.5
Total f & %[b]	1633	24.9	100.0	1210	18.4	100.1	797	12.1	100.0	649	9.9	100.1	2258	34.4	99.9	24	0.4	100.0	6571	100.0

[a] Frequency and percentage of institution's activities.

[b] Frequency and percentage of total activities = 6,571.

[c] Incorrect or no subject on computer printout.

Table 79

Location of Subject Categories
(1971-72 Activities = 6,570)
14 MCSCP Institutions

Location[a]	Subject Category SOC SCIS	VERB-LING & HUM	SCI, MATH, & ENG	OTHER	EDUC	Total Categories
01 Alcona	X				X	2
02 Allegan	X		X		X	3
04 Alpena	X		X		X	3
05 Antrim	X		X			2
06 Arenac				X	X	2
08 Barry			X			1
09 Bay	X		X	X	X	5
10 Benzie	X	X				1
11 Berrien	X		X	X	X	5
12 Branch		X			X	1
13 Calhoun				X	X	3
14 Cass	X	X		X		2
15 Charlevoix	X		X		X	4
16 Cheboygan	X	X			X	2
17 Chippewa	X		X	X	X	5
18 Clare		X	X			1
21 Delta	X				X	2
22 Dickinson	X	X	X	X	X	5
23 Eaton					X	1
24 Emmet		X			X	2
25 Genesee	X	X	X	X	X	5
26 Gladwin					X	1
28 Grand Traverse	X	X	X	X	X	5
29 Gratiot			X		X	2
30 Hillsdale					X	1
31 Houghton	X	X	X	X	X	5
32 Huron	X				X	2
33 Ingham	X	X	X	X	X	5
35 Iosco	X	X	X	X	X	5
36 Iron	X					1
37 Isabella	X	X	X		X	4
38 Jackson	X	X	X	X	X	5
39 Kalamazoo	X	X		X	X	4
41 Kent	X	X	X	X	X	5
42 Keweenaw		X			X	2
44 Lapeer	X		X		X	3
45 Leelanau		X				1
46 Lenawee	X		X		X	3
47 Livingston			X		X	2
48 Luce	X					1
50 Macomb	X	X	X	X	X	5
52 Marquette	X		X	X	X	4

Table continued

Table 79- continued

14 MCSCP Institutions

Location[a]	Subject Category SOC SCIS	 VERB-LING & HUM	 SCI, MATH, & ENG	 OTHER	 EDUC	Total Categories
53 Mason	X				X	2
54 Mecosta				X	X	2
56 Midland	X	X	X	X	X	5
57 Missaukee					X	1
58 Monroe		X	X		X	3
59 Montcalm			X		X	2
61 Muskegon	X	X	X	X	X	5
63 Oakland	X	X	X	X	X	5
65 Ogemaw	X				X	2
67 Osceola		X			X	2
68 Oscoda	X				X	2
69 Otsego	X	X	X		X	4
70 Ottawa		X	X		X	3
71 Presque Isle					X	1
72 Roscommon			X		X	2
73 Saginaw	X	X	X	X	X	5
74 St. Clair	X	X	X		X	4
75 St. Joseph	X	X			X	3
76 Sanilac	X			X	X	3
77 Schoolcraft	X					1
78 Shiawassee					X	1
79 Tuscola	X			X	X	3
80 Van Buren		X				1
81 Washtenaw	X		X	X	X	4
82 Wayne	X	X	X	X	X	5
83 Wexford	X	X	X	X	X	5
96 Within Mich; Loca Not Spec[b]	X	X	X	X	X	5
97 Outside Mich; W/in Country	X	X	X		X	4
98 Outside Country	X	X	X	X	X	5
99 No Spec Loca[c]	X	X	X	X	X	5
Total Counties	45	32	37	27	58	--
Total Locations	49	36	41	30	61	--

[a] N = 68 counties plus 4 additional locations.

[b] Within Michigan, but exact location not specifiable because the activity may have been an internship, student teaching, etc. located at several places or schools.

[c] No specific location because the activity could take place anywhere, e.g., correspondence.

Table 80

Educational Level Restrictions on Activities
(1971-72 Activities = 6,570)
14 MCSCP Institutions

Institution	Restriction									
	Undergrad		Grad (Open)[a]		Grad (Spec Cond)[b]		NA		Total Activities	
	f	%[c]	f	%[c]	f	%[c]	f	%[c]	f	%[d]
01 Central Mich U	457	42.4	114	10.6	506	47.0	--	--	1077	16.4
02 Eastern Mich U	222	39.8	21	3.8	313	56.1	2	0.4	558	8.5
03 Ferris State C	92	100.0	--	--	--	--	--	--	92	1.4
04 Grand Valley S C	113	100.0	--	--	--	--	--	--	113	1.7
05 Lake Superior S C	112	100.0	--	--	--	--	--	--	112	1.7
06 Mich State U	687	43.2	445	28.0	458	22.8	--	--	1590	24.2
07 Mich Tech U	85	89.5	--	--	10	10.5	--	--	95	1.4
08 Northern Mich U	94	59.1	21	13.2	44	27.7	--	--	159	2.4
09 Oakland U	134	88.7	--	--	17	11.3	--	--	151	2.3
10 Saginaw Valley C	116	100.0	--	--	--	--	--	--	116	1.8
11 U of M - Ann Arbor	125	16.7	2	0.3	608	81.4	12	1.6	747	11.4
12 U of M - Dearborn	46	92.0	2	4.0	2	4.0	--	--	50	0.8
14 Wayne State U	772	71.1	309	28.5	--	--	5	0.5	1086	16.5
15 Western Mich U	290	46.5	280	44.9	54	8.7	--	--	624	9.5
Total f & %[d]	3345	50.9	1194	18.2	2012	30.6	19	0.3	6570	100.0

[a] Graduate level activity which is usually open to some levels of undergraduates without restriction.

[b] Graduate level activity which is usually available to some levels of undergraduates who meet special conditions.

[c] Frequency and percentage of institution's activities.

[d] Frequency and percentage of total activities = 6,570.

Appendix D

Table 31

Educational Levels of Activities
(1971-72 Activities = 6,570)
14 MCSCP Institutions

Institution	Educational Level[a]										Total Activities	
	Fr		Soph		Jr		Sr		Grad			
	f	%[c]	f	%[c]	f	%[c]	f	%[c]	f	%[c]	f	%[b]
01 Central Mich U	298	27.7	310	28.8	862	80.0	584	54.2	622	57.8	1077	16.4
02 Eastern Mich U	40	7.2	46	8.2	49	8.9	143	25.6	331	59.3	558	3.5
03 Ferris State C	6	6.5	22	23.9	13	14.1	70	76.1	--	--	92	1.4
04 Grand Valley S C	4	3.5	4	3.5	64	56.6	110	97.3	--	--	113	1.7
05 Lake Superior S C	64	57.1	25	22.3	5	4.5	20	17.9	--	--	112	1.7
06 Mich State U	14	0.9	93	5.8	233	14.7	612	38.5	906	57.0	1590	24.2
07 Mich Tech U	22	23.2	23	24.2	20	21.1	57	60.0	14	14.7	95	1.4
08 Northern Mich U	33	20.8	26	16.4	60	37.7	70	44.0	102	64.2	159	2.4
09 Oakland U	--	--	21	13.9	25	16.6	86	57.0	19	12.6	151	2.3
10 Saginaw Valley C	30	25.9	30	25.9	36	31.0	98	84.5	--	--	116	1.8
11 U of M - Ann Arbor	21	2.8	23	3.1	61	8.2	188	25.2	628	84.1	747	11.4
12 U of M - Dearborn	--	--	--	--	42	84.0	50	100.0	4	8.0	50	0.8
14 Wayne State U	262	24.1	292	26.9	785	72.3	725	66.8	361	33.2	1086	16.5
15 Western Mich U	57	9.1	62	9.9	99	15.9	478	76.6	333	53.4	624	9.5
Total f & %[d]	851	13.0	977	14.9	2354	35.8	3301	50.2	3320	50.5	6570	100.0

[a] Educational levels were not treated as mutually exclusive categories; therefore, frequencies do not add to total activities and percentages do not total 100.

[b] Frequency and percentage of total activities = 6,570.

[c] Frequency and percentage of institution's activities at a given educational level.

[d] Frequency and percentage of total activities at a given educational level.

Table 82

Educational Level Restrictions on Subject Categories
(1971-72 Activities = 6,570)
14 MCSCP Institutions

Subject Category	Restriction								Total Activities	
	Undergrad		Grad (Open)[a]		Grad (Spec Cond)[b]		NA			
	f	%[c]	f	%[c]	f	%[c]	f	%[c]	f	%[d]
SOCIAL SCIENCES	990	30.0	211	17.7	428	21.3	4	21.1	1633	24.9
VERB-LING & HUM	826	24.7	113	9.5	269	13.4	2	10.5	1210	18.4
SCI, MATH, & ENG	448	13.4	108	9.0	240	11.9	--	--	996	12.1
OTHER	437	13.1	64	5.4	148	7.4	--	--	649	9.9
EDUCATION	630	18.8	698	58.5	917	45.6	13	68.4	2258	34.4
No Subj on P.O.[e]	14	0.4	--	--	10	0.5	--	--	24	0.4
Total f & %[d]	3345	50.9	1194	18.2	2012	30.6	19	0.3	6570	100.1

[a] A graduate level activity which is usually open to some levels of undergraduates without restriction.

[b] A graduate level activity which is usually available to some levels of undergraduates who meet special conditions.

[c] Percentage of total column frequency (e.g., in the "Undergrad" column, a frequency of 990 is 30% of 3,3345).

Interpretation: Of the 3,345 Undergraduate activities, 30% are in the Social Sciences.

[d] Frequency and percentage of total activities = 6,570.

[e] Incorrect or no subject on computer print-out.

Table 83

Educational Level of Subject Categories
(1971-72 Activities = 6,570)
14 MCSCP Institutions

Subject Category	Educational Level[a]										Total Activities[b]	
	Fr		Soph		Jr		Sr		Grad			
	f	%[c]	f	%[c]	f	%[c]	f	%[c]	f	%[c]	f	%
SOCIAL SCIENCES	331	38.9	401	21.9	603	25.6	766	23.2	649	19.5	1633	24.9
VERB-LING & HUM	227	36.7	235	12.9	428	18.1	652	19.8	409	12.3	1210	18.4
SCI, MATH, & ENG	71	8.9	67	3.7	266	11.3	499	15.1	357	10.8	796	12.1
OTHER	109	12.8	142	7.8	198	8.4	327	9.9	211	6.4	649	9.9
EDUCATION	113	13.3	128	7.0	848	36.0	1028	31.1	1684	50.7	2258	34.4
No Subj on P.O.[e]	--	--	4	0.2	11	0.5	21	0.6	10	0.3	24	0.4
Total f & %[d]	851	13.0	977	14.9	2354	35.8	3301	50.2	3320	50.5	6570	100.1

[a] Educational levels are not mutually exclusive categories.

[b] Actual observed frequency and percentage of subject categories (of the total activities = 6,570).

[c] Frequency and percentage of subject activities at a given educational level.

[d] Frequency and percentage of total activities (6,570) at a given educational level.

[e] Incorrect or no subject on computer printout.

Table 84

On- and Off-Campus Location of Activities
(1971-72 Activities = 6,570)
14 MCSCP Institutions

Institution	On- or Off-Campus								Total Activities	
	On[a]		Off (Spec Loca)[b]		Off (Non-Spec)[c]		NA			
	f	%[d]	f	%[d]	f	%[d]	f	%[d]	f	%[e]
01 Central Mich U	10	1.0	673	62.5	384	35.7	1	.1	1077	16.4
02 Eastern Mich U	3	.5	364	65.2	191	34.2	--	--	553	8.5
03 Ferris State C	--	--	52	56.5	40	43.5	--	--	92	1.4
04 Grand Valley S C	3	2.7	17	15.0	93	82.3	--	--	113	1.7
05 Lake Superior S C	59	52.7	37	33.0	16	14.3	--	--	112	1.7
06 Mich State U	17	1.1	794	49.9	777	48.9	2	.1	1590	24.2
07 Mich Tech U	32	33.7	17	17.9	46	48.4	--	--	95	1.4
08 Northern Mich U	10	6.3	64	40.3	83	52.2	2	1.3	159	2.4
09 Oakland U	138	91.4	13	8.6	--	--	--	--	151	2.3
10 Saginaw Valley C	24	20.7	7	6.0	85	73.3	--	--	116	1.8
11 U of M - Ann Arbor	48	6.4	532	71.2	167	22.4	--	--	747	11.4
12 U of M - Dearborn	--	--	--	--	53	100.0	--	--	53	0.8
14 Wayne State U	48	4.4	763	70.3	274	25.2	1	.1	1086	16.5
15 Western Mich U	--	--	386	61.9	228	36.5	10	1.6	624	9.5
Total f & %[e]	402	6.1	3719	56.6	2433	37.0	16	.2	6570	100.0

[a] Activities on-campus include evening and Saturday activities.

[b] Off-campus from one of the sponsoring MCSCP institutions and in a specific location, such as a center, high school, or the campus of a non-MCSCP institution.

[c] Off-campus in a non-specific location (i.e., could take place anywhere because independent study, correspondence, or similar activity).

[d] Frequency and percentage of institution's activities.

[e] Frequency and percentage of total activities = 6,570.

Appendix D

Table 35

On- or Off-Campus Locations of Subject Categories
(1971-72 Activities = 6,570)
14 MCSCP Institutions

Institution	On- or Off-Campus								Total Activities	
	On		Off (Spec)[a]		Off (Non-Spec)[b]		NA			
	f	%[d]	f	%[d]	f	%[d]	f	%[d]	f	%[c]
SOCIAL SCIENCES	101	25.1	906	24.4	624	25.6	2	12.5	1633	24.9
VERB-LING & HUM	133	33.1	386	10.4	688	28.3	6	37.5	1210	18.4
SCI, MATH, & ENG	41	10.2	250	6.7	504	20.7	1	6.3	796	12.1
OTHER	63	15.7	283	7.5	303	12.5	--	--	649	9.9
EDUCATION	65	16.2	1887	50.7	299	12.3	7	43.8	2258	34.4
No Subj on P.O.[e]	--	--	10	0.3	14	0.6	--	--	24	0.4
Total f & %[c]	403	6.1	3719	56.6	2432	37.0	16	0.2	6570	100.0

[a] Off-campus in a specific location (e.g., a center or high school).

[b] Off-campus in a non-specific location (i.e., activity could occur anywhere because independent study, correspondence, or similar activities).

[c] Percentage of total activities = 6,570.

[d] Percentage of total column frequency (e.g., in the "On" column, a frequency of 101 is 25.1% of 402).

Interpretation: Of the 402 On-Campus activities, 25.1% were activities in the Social Sciences.

[e] Incorrect or no subject on computer print-out.

Table 86

Type of Credits Offered for the Activities
(1971-72 Activities = 6,570)
14 MCSCP Institutions

Institution	Type of Credits						Total Activities	
	Quarter		Semester		NA			
	f	%[a]	f	%[a]	f	%[a]	f	%[b]
01 Central Mich U	9	0.8	1068	99.2	--	--	1077	16.4
02 Eastern Mich U	--	--	553	100.0	--	--	553	8.5
03 Ferris State C	92	100.0	--	--	--	--	92	1.4
04 Grand Valley S C	113	100.0	--	--	--	--	113	1.7
05 Lake Superior S C	112	100.0	--	--	--	--	112	1.7
06 Mich State U	1588	99.9	1	0.1	1	0.1	1590	24.2
07 Mich Tech U	33	34.7	62	65.3	--	--	95	1.4
08 Northern Mich U	--	--	159	100.0	--	--	159	2.4
09 Oakland U	--	--	150	99.3	1	0.7	151	2.3
10 Saginaw Valley C	--	--	116	100.0	--	--	116	1.8
11 U of M - Ann Arbor	--	--	734	98.3	13	1.7	747	11.4
12 U of M - Dearborn	--	--	50	100.0	--	--	50	0.8
14 Wayne State U	1035	99.9	1	0.1	--	--	1036	16.5
15 Western Mich U	--	--	624	100.0	--	--	624	9.5
Total f & %[b]	3032	46.1	3523	53.6	15	0.2	6570	100.0

[a] Frequency and percentage of institution's activities.

[b] Frequency and percentage of total activities = 6,570.

Table 87

Primary Instructional Technique Used to Deliver the Activity
(1971-72 Activities = 6,571)
14 MCSCP Institutions

Institution	Instructional Technique[a]																								Total Activities	
	Course 01		Field Study, Wrksp, Insti, Conf 02		Corresp 03		Indep Study 04		Cr by Exam 05		Clsd Circ or Brdcast TV 06, 08		Broadcast Radio 09		Lrng Pkg 10		Wrk-Study, Internsp 11		Travel-Study 12		Other 13		NA			
	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[c]
01 Central Mich U	515	47.8	25	2.3	84	7.8	346	32.1	3	0.3	--	--	--	--	--	--	59	5.5	42	3.9	2	0.2	1	0.1	1077	16.4
02 Eastern Mich U	340	60.8	3	0.5	43	7.7	126	22.5	--	--	--	--	12	2.1	--	--	--	--	20	3.6	13	2.3	2	0.4	559	8.5
03 Ferris State C	--	--	--	--	--	--	40	43.5	--	--	--	--	--	--	--	--	52	56.5	--	--	--	--	--	--	92	1.4
04 Grand Valley C	10	8.8	--	--	--	--	96	85.0	--	--	--	--	--	--	--	--	4	3.5	3	2.7	--	--	--	--	113	1.7
05 Lake Superior S C	94	84.9	--	--	--	--	17	15.2	--	--	--	--	--	--	--	--	1	0.9	--	--	--	--	--	--	112	1.7
06 Mich State U	640	40.3	63	4.0	2	0.1	784	49.3	--	--	3	0.2	--	--	2	0.1	85	5.3	4	0.3	--	--	7	0.4	1590	24.2
07 Mich Tech U	36	37.9	5	5.3	--	--	46	48.4	--	--	--	--	--	--	--	--	7	7.4	1	1.1	--	--	--	--	95	1.4
08 Northern Mich U	54	34.0	2	1.3	--	--	96	60.4	--	--	--	--	--	--	--	--	7	4.4	--	--	--	--	--	--	159	2.4
09 Oakland U	--	--	12	7.9	--	--	131	86.8	3	2.0	--	--	--	--	--	--	5	3.3	--	--	--	--	--	--	151	2.3
10 Saginaw Valley C	25	21.6	3	2.6	--	--	77	66.4	--	--	--	--	--	--	--	--	11	9.5	--	--	--	--	--	--	116	1.8
11 U of M - Ann Arbor	532	71.2	5	0.7	24	3.2	149	19.9	--	--	--	--	--	--	--	--	24	3.2	9	1.2	--	--	4	0.5	747	11.4
12 U of M - Dearborn	--	--	--	--	--	--	49	98.0	--	--	--	--	--	--	--	--	--	--	--	--	1	2.0	--	--	50	0.8
14 Wayne State U	614	56.5	37	3.4	--	--	275	25.3	--	--	--	--	--	--	--	--	155	14.3	5	0.5	--	--	--	--	1086	16.5
15 Western Mich U	307	49.2	3	0.5	51	8.2	185	29.6	--	--	--	--	--	--	--	--	76	12.2	2	0.5	--	--	--	--	624	9.5
Total f & %[c]	3167	48.2	158	2.4	204	3.1	2417	36.8	6	0.1	3	0.04	12	0.03	2	0.03	486	7.4	86	1.3	16	0.2	14	0.2	6571	100.0

[a] Closed Circuit Audio was not utilized as an instructional technique.

[b] Frequency and percentage of institution's activities.

[c] Frequency and percentage of total activities = 6,571.

Table 23

Beginning Month of Activities
(1971-72 Activities = 6,571)
14 MCSCP Institutions

Institution	Beginning Month															
	Jan		Feb		Mar		Apr		May		Jun		Jul		Aug	
	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]
01 Central Mich U	304	26.2	--	--	--	--	--	--	1	0.1	241	22.4	--	--	86	8.0
02 Eastern Mich U	183	32.7	1	0.2	--	--	25	4.5	41	7.3	76	13.6	--	--	67	12.0
03 Ferris State C	22	23.9	--	--	24	26.1	--	--	--	--	24	26.1	--	--	--	--
04 Grand Valley S C	27	23.9	--	--	--	--	29	25.7	--	--	23	20.4	--	--	--	--
05 Lake Superior S C	29	25.9	--	--	5	4.5	17	15.2	--	--	18	16.1	6	5.4	--	--
06 Mich State U	312	24.0	--	--	438	27.5	--	--	--	--	362	22.8	6	0.4	--	--
07 Mich Tech U	17	17.9	1	1.1	3	3.2	23	24.2	--	--	17	17.9	2	2.1	1	1.1
08 Northern Mich U	1	0.6	28	17.6	--	--	--	--	--	--	13	8.2	--	--	--	--
09 Oakland U	45	29.8	1	0.7	--	--	20	19.2	--	--	29	19.2	--	--	--	--
10 Saginaw Valley C	53	45.7	--	--	--	--	--	--	16	13.8	--	--	--	--	--	--
11 U of M - Ann Arbor	241	32.7	20	2.8	1	0.1	2	0.3	89	11.9	44	5.9	17	2.3	8	1.1
12 U of M - Dearborn	15	30.0	--	--	--	--	--	--	--	--	--	--	12	24.0	--	--
14 Wayne State U	322	29.7	--	--	118	10.9	177	16.3	--	--	117	10.8	--	--	--	--
15 Western Mich U	147	23.6	--	--	--	--	62	9.9	68	10.9	122	19.6	--	--	104	16.7
Total f & %[c]	1788	27.2	51	0.8	589	9.0	364	5.5	215	3.3	1086	16.5	43	0.7	266	4.0

Institution	Beginning Month												Total Activities	
	Sep		Oct		Nov		Dec		Any.[a]		NA			
	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[c]
01 Central Mich U	131	12.2	--	--	1	0.1	--	--	302	28.0	11	1.0	1077	16.4
02 Eastern Mich U	123	22.0	--	--	--	--	--	--	43	7.7	--	--	559	8.5
03 Ferris State C	22	23.9	--	--	--	--	--	--	--	--	--	--	92	1.4
04 Grand Valley S C	30	26.5	--	--	--	--	--	--	--	--	4	3.5	113	1.7
05 Lake Superior S C	32	28.6	--	--	--	--	--	--	5	4.5	--	--	112	1.7
06 Mich State U	400	25.2	--	--	--	--	--	--	--	--	2	0.1	1590	24.2
07 Mich Tech U	21	22.1	--	--	--	--	1	1.1	9	9.5	--	--	95	1.4
08 Northern Mich U	35	22.0	--	--	--	--	--	--	82	51.6	--	--	159	2.4
09 Oakland U	47	31.1	--	--	--	--	--	--	--	--	--	--	151	2.3
10 Saginaw Valley C	47	40.5	--	--	--	--	--	--	--	--	--	--	116	1.8
11 U of M - Ann Arbor	276	36.9	2	0.3	1	0.1	1	0.1	33	4.4	12	1.6	747	11.4
12 U of M - Dearborn	15	30.0	--	--	--	--	--	--	--	--	8	16.0	50	0.8
14 Wayne State U	327	30.1	--	--	--	--	--	--	19	1.7	6	0.6	1086	16.5
15 Western Mich U	73	11.7	--	--	--	--	--	--	48	7.7	--	--	624	9.5
Total f & %[c]	1579	24.0	2	0.03	2	0.03	2	0.03	541	8.2	43	0.7	6571	100.0

[a] Any. = Anytime.

[b] Frequency and percentage of institution's activities.

[c] Frequency and percentage of total activities = 6,571.

Table 39

Type of Faculty Used to Teach or Monitor the Activities
(1971-72 Activities = 6,570)
14 MCSCP Institutions

Institution	Faculty								Total Activities	
	Institutional		Supplementary		Both		NA			
	f	%[a]	f	%[a]	f	%[a]	f	%[a]	f	%[b]
01 Central Mich U	898	83.4	112	10.4	58	5.4	9	0.8	1077	16.4
02 Eastern Mich U	468	83.9	90	16.1	--	--	--	--	558	8.5
03 Ferris State C	40	43.5	--	--	52	56.5	--	--	92	1.4
04 Grand Valley S C	108	95.6	1	0.9	4	3.5	--	--	113	1.7
05 Lake Superior S C	79	70.5	32	28.6	1	0.9	--	--	112	1.7
06 Mich State U	1358	85.4	127	8.0	105	6.6	--	--	1590	24.2
07 Mich Tech U	91	95.8	1	1.1	3	3.2	--	--	95	1.4
08 Northern Mich U	147	92.5	8	5.0	4	2.5	--	--	159	2.4
09 Oakland U	145	96.0	--	--	5	3.3	1	0.7	151	2.3
10 Saginaw Valley C	107	92.2	6	5.2	3	2.6	--	--	116	1.8
11 U of M - Ann Arbor	592	79.3	125	16.7	29	3.9	1	0.1	747	11.4
12 U of M - Dearborn	50	100.0	--	--	--	--	--	--	50	0.8
14 Wayne State U	571	52.6	331	30.5	184	16.9	--	--	1086	16.5
15 Western Mich U	532	85.3	--	--	84	13.5	8	1.3	624	9.5
Total f & %[b]	5186	78.9	833	12.7	532	8.1	19	0.3	6570	100.0

[a] Frequency and percentage of institution's activities.

[b] Frequency and percentage of total activities = 6,570.

Table 90

Usual Frequency of Offering of Activities in Specified Location
(1971-72 Activities = 6,570)
14 MCSCP Institutions

Institution	Usual Frequency of Offering in Specified Location: 1 Term Ea Yr		2 Terms Ea Yr		3 Terms Ea Yr		All Yr/4+ Terms Ea Yr		1 Term Ev Oth Yr		2 Terms Ev Oth Yr		All Yr/4+ Terms Ev Oth Yr		Sporadically or On Demand		NA		Total Activities	
	f	%^{a}	f	%^{a}	f	%^{a}	f	%^{a}	f	%^{a}	f	%^{a}	f	%^{a}	f	%^{a}	f	%^{a}	f	%^{b}
01 Central Mich U	147	13.6	198	18.4	12	1.1	80	7.4	--	--	--	--	5	0.5	630	58.5	5	0.5	1077	16.4
02 Eastern Mich U	16	2.9	--	--	--	--	198	35.4	--	--	1	0.2	--	--	343	61.4	--	--	558	8.5
03 Ferris State C	4	4.3	2	2.2	6	6.5	79	85.9	--	--	--	--	--	--	--	--	1	1.1	92	1.4
04 Grand Valley S C	9	8.0	--	--	27	23.9	68	60.2	--	--	--	--	--	--	9	8.0	--	--	113	1.7
05 Lake Superior S C	47	42.0	54	48.2	6	5.4	--	--	--	--	--	--	--	--	5	4.7	--	--	112	1.7
06 Mich State U	154	10.0	31	1.9	275	17.3	635	39.9	9	0.6	--	--	--	--	485	30.5	1	0.1	1590	24.2
07 Mich Tech U	31	32.6	--	--	2	2.1	27	28.4	15	15.8	--	--	--	--	20	21.1	--	--	95	1.4
08 Northern Mich U	57	35.8	18	11.3	--	--	--	--	2	1.3	--	--	--	--	[illegible]	51.6	--	--	159	2.4
09 Oakland U	6	4.0	19	12.6	52	34.4	74	49.0	--	--	--	--	--	--	[illegible]	--	--	--	151	2.3
10 Saginaw Valley U	2	1.7	39	33.6	48	41.4	--	--	--	--	--	--	--	--	27	23.3	--	--	116	1.8
11 U of M - Ann Arbor	192	25.7	123	16.5	46	6.2	56	7.5	24	3.2	--	--	--	--	305	40.8	1	0.1	747	11.4
12 U of M - Dearborn	--	--	6	12.0	44	88.0	--	--	--	--	--	--	--	--	--	--	--	--	50	0.8
14 Wayne State U	241	22.2	52	4.8	243	22.4	392	36.1	12	1.1	--	--	--	--	143	13.2	3	0.3	1086	16.5
15 Western Mich U	11	1.8	28	4.5	45	7.2	235	37.7	4	0.6	--	--	--	--	301	48.2	--	--	624	9.5
Total f & %^{b}	917	14.0	570	8.7	806	12.3	1844	28.1	66	1.0	1	0.01	5	0.1	2350	35.8	11	0.2	6570	100.0

[a] Frequency and percentage of institution's activities.

[b] Frequency and percentage of total activities = 6,570.

Table 91

Plans to Offer 1971-72 Activities in Specified Location During 1972-73, 1973-74, and 1974-75
(1971-72 Activities = 6,570)
14 MCSCP Institutions

Institution	Plans to Offer in Specified Location																		Total Activities[a]	
	1972-73								1973-74								1974-75									
	Yes		No		DK		NA		Yes		No		DK		NA		Yes		No		DK		NA			
	f	%[c]	f	%[c]	f	%[c]	f	%[c]	f	%[d]	f	%[d]	f	%[d]	f	%[d]	f	%[e]	f	%[e]	f	%[e]	f	%[e]	f	%[b]
01 Central Mich U	693	64.3	337	31.3	43	4.0	4	0.4	582	54.0	76	7.1	419	38.9	--	--	581	53.9	75	7.0	420	39.0	1	0.1	1077	16.4
02 Eastern Mich U	244	43.6	151	27.0	161	28.8	2	0.4	165	29.5	2	0.4	391	69.9	--	--	160	28.6	2	0.4	396	70.8	--	--	559	8.5
03 Ferris State C	92	100.0	--	--	--	--	--	--	92	100.0	--	--	--	--	--	--	92	100.0	--	--	--	--	--	--	92	1.4
04 Grand Valley S C	104	92.0	--	--	9	8.0	--	--	104	92.0	--	--	9	8.0	--	--	104	92.0	--	--	9	8.0	--	--	113	1.7
05 Lake Superior S C	110	98.2	--	--	2	1.8	--	--	100	89.3	--	--	12	10.7	--	--	100	89.3	--	--	12	10.7	--	--	112	1.7
06 Mich State U	864	54.3	2	0.1	723	45.5	1	0.1	--	--	--	--	1590	100.0	--	--	--	--	--	--	1590	100.0	--	--	1590	24.2
07 Mich Tech U	61	64.2	34	35.8	--	--	--	--	57	60.0	27	28.4	9	9.5	2	2.1	59	62.1	20	21.1	14	14.7	2	2.1	95	1.4
08 Northern Mich U	157	98.7	2	1.3	--	--	--	--	151	95.0	2	1.3	6	3.8	--	--	151	95.0	2	1.3	6	3.8	--	--	159	2.4
09 Oakland U	151	100.0	--	--	--	--	--	--	7	4.6	--	--	144	95.4	--	--	7	4.6	--	--	144	95.4	--	--	151	2.3
10 Saginaw Valley C	88	75.9	--	--	28	24.1	--	--	85	73.3	--	--	31	26.7	--	--	85	73.3	--	--	31	26.7	--	--	116	1.8
11 U of M - Ann Arbor	461	61.7	45	6.0	232	31.1	9	1.2	278	37.2	19	2.5	449	60.1	1	0.1	278	37.2	19	2.5	449	60.1	1	0.1	747	11.4
12 U of M - Dearborn	50	100.0	--	--	--	--	--	--	50	100.0	--	--	--	--	--	--	50	100.0	--	--	--	--	--	--	50	0.8
14 Wayne State U	923	85.0	150	13.8	11	1.0	2	0.2	840	77.3	46	4.2	198	18.2	2	0.2	831	76.5	40	3.7	211	19.4	4	0.4	1086	16.5
15 Western Mich U	388	62.2	97	15.5	135	21.6	4	0.6	330	52.9	9	1.4	272	43.6	13	2.1	314	50.3	--	--	301	48.2	9	1.4	624	9.5
Total f & %[b]	4386	66.8	818	12.5	1344	20.5	22	0.3	2841	43.2	181	2.8	3530	53.7	18	0.3	2812	42.8	158	2.4	3583	54.5	17	0.3	6570	100.0

[a] Total 1971-72 activities are the same for each academic year - 1972-73, 1973-74, and 1974-75 (6,570).

[b] Frequency and percentage of total activities = 6,570.

[c] Frequency and percentage of institution's 1971-72 activities in 1972-73.

[d] Frequency and percentage of institution's 1971-72 activities in 1973-74.

[e] Frequency and percentage of institution's 1971-72 activities in 1974-75.

Table 52

Plans to Offer 1971-72 Subject Activities in Specified Location During 1972-73, 1973-74, and 1974-75
(1971-72 Activities = 6,570)
14 MCSCP Institutions

Subject Category	Plans to Offer in Specified Location																								Total Activities[a]	
	1972-73								1973-74								1974-75									
	Yes		No		DK		NA		Yes		No		DK		NA		Yes		No		DK		NA			
	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[b]	f	%[c]
SOCIAL SCIENCES	1132	25.8	113	13.8	375	27.9	13	59.1	698	24.6	17	9.4	913	25.9	5	27.8	692	24.6	12	7.6	925	25.8	3	17.6	1633	24.9
VERB-LING & HUM	998	22.8	76	9.3	131	9.7	5	22.7	610	21.5	22	11.6	577	16.3	1	5.6	608	21.6	18	12.0	583	16.3	1	5.6	1210	18.4
SCI, MATH, & ENG	592	13.5	65	7.9	139	10.3	--	--	337	11.9	32	17.7	418	11.8	9	50.0	335	11.9	32	20.3	420	11.7	9	52.9	796	12.1
OTHER	544	12.4	37	4.5	67	5.0	1	4.5	314	11.1	14	7.7	320	9.1	1	5.6	313	11.1	14	8.9	322	9.0	--	--	649	9.9
EDUCATION	1106	25.2	527	64.4	622	46.3	3	13.6	873	30.7	96	53.0	1287	36.5	2	11.1	855	30.4	82	51.9	1317	36.8	4	23.5	2258	34.4
No Subj on P.O.[d]	14	0.3	--	--	10	0.7	--	--	9	0.3	--	--	15	0.4	--	--	9	0.3	--	--	15	0.4	--	--	24	0.4
Total f & %[c]	4386	66.8	818	12.5	1344	20.5	22	0.3	2841	43.2	181	2.8	3530	53.7	18	0.3	2812	42.8	158	2.4	3583	54.5	17	0.3	6570	100.0

[a] Number of activities in each subject category. The number is the same for each academic year.

[b] Percentage of total column frequency (e.g., in the 1972-73 "Yes" column, a frequency of 998 is 22.8% of 4,386).
Interpretation: Of the 4,386 activities positively indicated as planned for offering in 1972-73, 22.8% are in the Verbal-Linguisitic and Humanities subject category.

[c] Frequency and percentage of total activities = 6,570. Total 1971-72 activities (6,570) are the same for each academic year - 1972-73, 1973-74, and 1974-75.

[d] Incorrect or no subject on computer printout.

APPENDIX E

INSTRUMENTS, INSTRUCTIONS, MEMORANDA, CODING FORMS

APPENDIX E

CONTENTS: ORDER OF APPEARANCE

1. Letter (dated August 3, 1972) sent to academic officers and enclosed with survey form (gold) entitled "Survey of Undergraduate Degree Requirements and Educational Alternatives for Acquiring College Credit."

2. Survey form (gold) entitled "Survey of Undergraduate Degree Requirements and Educational Alternatives for Acquiring College Credit."

3. Letter (dated October 11, 1972) sent (with tables) to academic officers requesting corrections and additions in the enclosed tables that presented data from their responses to the "Survey of Undergraduate Degree Requirements and Educational Alternatives for Acquiring College Credit."

4. Letter (dated August 25, 1972) sent to the Directors of continuing education and extension divisions and enclosed with: (1) a preliminary draft of the instrument to survey continuing education and extension activities, and (2) the form (blue) entitled "Supplementary Questions."

5. Survey form (blue) entitled "Supplementary Questions."

6. Letter (dated October 23, 1972) sent to the Directors of continuing education and extension divisions and enclosed with a set of the "Instructions" (green) and with survey forms (green) entitled "Survey of Undergraduate and Graduate Activities Available for Credit Through Continuing Education, Extension and Similar Services During 1971-72."

7. Survey form (green) entitled "Survey of Undergraduate and Graduate Activities Available for Credit Through Continuing Education, Extension and Similar Services During 1971-72."

8. "Instructions" (green) for Completing the Survey of Undergraduate and Graduate Activities Available for Credit Through Continuing Education, Extension, and Similar Services During 1971-72.

9. "Addenda" to the Instructions (dated October 26, 1972).

10. Letter sent to the academic officers and enclosed with a set of "Instructions" (green) and with survey forms (green) entitled "Survey of Non-Campus Undergraduate and Graduate Activities Available for Credit Through the Regular Instructional Programs During 1971-72."

11. NOTE: Green Survey Form and "Instructions" for Academic Officers and the Regular Instructional Program Activities.

12. Clarification in Instructions (dated November 16, 1972) for completion of the survey forms sent to the academic officers.

13. Coding Information for responses to the green survey forms.

14. Data Card Layout for responses to the green survey forms.

MICHIGAN COUNCIL OF STATE COLLEGE PRESIDENTS

August 3, 1972

TO: Academic Officers

FROM: Patricia S. Faunce

I need your wise assistance!

Some of the important data which need to be collected for the External Degree Program study include information concerning undergraduate degree requirements as well as educational alternatives for acquiring college credit at your institution.

Enclosed is a survey form in which are asked questions pertinent to these two areas of needed information. Your answers to these questions for your institution will be exceedingly beneficial in studying the feasibility of an external degree program among the member institutions of the Michigan Council of State College Presidents. (I am conducting another survey of a different type of the continuing education and extension divisons.)

The form is not as long as it appears in that a fair amount of space has been provided for your answers.

I would be most thankful if you could complete the form as soon as possible and return it to me by August 11.

Please contact me if you have questions.

Thank you for your assistance!

Sincerely,

Patricia S. Faunce

Patricia S. Faunce, Ph.D.
Project Director, External Degree Program Study

e
Encl: 1

SURVEY OF UNDERGRADUATE DEGREE REQUIREMENTS

AND

EDUCATIONAL ALTERNATIVES FOR ACQUIRING COLLEGE CREDIT

Michigan Council of State College Presidents

- -

This survey form has been developed to collect necessary information for the study concerning the feasibility of an external degree program among the institutions represented on the Michigan Council of State College Presidents.

The form has two parts. Part I asks questions about the undergraduate degree requirements at your institution. Part II contains questions about the undergraduate educational alternatives for acquiring college credit at your institution.

Please read through the entire form before you complete it. Such a preliminary reading will provide you with an idea of the kinds of information needed which, in turn, will enable you to answer the questions quickly and efficiently.

Your efforts, time, and information are greatly appreciated. Thank you!

Patricia S. Faunce

Patricia S. Faunce, Project Director
External Degree Program Study

- -

Please complete the questions below.

Institution: ____

Type of Calendar System (check one): ___quarter ___semester ___other (specify) ______________

Individual(s) Reporting Information (name & position): ______________________
____
____

PART I. UNDERGRADUATE DEGREE REQUIREMENTS

A.* What baccalaureate degrees are offered by your institution?
(Please describe below)

* If you require more space to answer any question in this Survey, please use as many additional sheets of paper as necessary.

B. What are the General Education requirements for graduation from your institution? (Please describe below)

Note: If these requirements differ between colleges or departments, please note all different requirements.

C. Are there any "special" requirements for graduation from your institution? (e.g., every student must take a data processing course; every student must take four credits of physical education, etc.) (check one)

___No.

___Yes. If Yes, what are these special graduation requirements? (Please describe below)

Note: If these requirements differ between colleges or departments, please note all different requirements.

D. What are the residency requirements for graduation from your institution? (Please describe below)

Note: If these requirements differ between colleges or departments, please note all different requirements.

PART II. UNDERGRADUATE EDUCATIONAL ALTERNATIVES FOR ACQUIRING COLLEGE CREDIT

A. As part of the undergraduate academic curriculum,** does your institution offer ON-CAMPUS Evening classes#?

(First read through each alternative listed below. Then go back and make a check mark for each.)

1. ON-CAMPUS Evening classes through the institution's continuing education and extension division. ___Yes ___No

2. ON-CAMPUS Evening classes through other departments or divisions of the institution. ___Yes ___No

   If Yes, which departments or divisions? ____________________

   ____

   ____

3. ON-CAMPUS Evening classes through a joint arrangement between continuing education and extension, and other departments or divisions of the institution. ___Yes ___No

   If Yes, please note the units involved and describe their arrangements. ____________________

   ____

   ____

   ____

** "undergraduate academic curriculum" = the curriculum followed by regularly enrolled on-campus ("day") students.

# Classes for college credit.

4. ON-CAMPUS Evening classes through other methods or arrangements.

___Yes ___No

If Yes, please describe these other methods or arrangements and the units involved. ______________________________

____

____

____

____

B. As part of the undergraduate academic curriculum,** does your institution offer ON-CAMPUS Saturday classes#?

(First read through each alternative listed below. Then go back and make a check mark for each.)

1. ON-CAMPUS Saturday classes through the institution's continuing education and extension division. ___Yes ___No

2. ON-CAMPUS Saturday classes through other departments or divisions of the institution. ___Yes ___No

   If Yes, which departments or divisions? ____________________

   ____

   ____

3. ON-CAMPUS Saturday classes through a joint arrangement between continuing education and extension, and other departments or divisions of the institution. ___Yes ___No

   If Yes, please note the units involved and describe their arrangements. ______________________________

   ____

   ____

   ____

** "undergraduate academic curriculum" = see page 6, bottom.

# Classes for college credit.

4. ON-CAMPUS Saturday classes through other methods or arrangements.

___Yes ___No

If Yes, please describe these other methods or arrangements and the units involved. ____

____

____

____

____

C. As part of the undergraduate academic curriculum,** does your institution offer OFF-CAMPUS day-time classes#?

(First read through each alternative listed below. Then go back and make a check mark for each.)

1. OFF-CAMPUS day-time classes through the institution's continuing education and extension division. ___Yes ___No

2. OFF-CAMPUS day-time classes through other departments or divisions of the institution. ___Yes ___No

   If Yes, which departments or divisions? ____________________

   ____

   ____

3. OFF-CAMPUS day-time classes through a joint arrangement between continuing education and extension, and other departments or divisions of the institution. ___Yes ___No

   If Yes, please note the units involved and describe their arrangements. ____________________________

   ____

   ____

   ____

** "undergraduate academic curriculum" = see page 6, bottom.

Classes for college credit.

4. OFF-CAMPUS day-time classes through other methods or arrangements.

___Yes ___No

If Yes, please describe these other methods or arrangements and the units involved. ____

____

____

____

____

D. As part of the undergraduate academic curriculum,** does your institution offer OFF-CAMPUS Evening classes#?

(First read through each alternative listed below. Then go back and make a check mark for each.)

1. OFF-CAMPUS Evening classes through the institution's continuing education and extension division. ___Yes ___No

2. OFF-CAMPUS Evening classes through other departments or divisions of the institution. ___Yes ___No

   If Yes, which departments or divisions? ____________________

   ____

   ____

3. OFF-CAMPUS Evening classes through a joint arrangement between continuing education and extension, and other departments or divisions of the institution. ___Yes ___No

   If Yes, please note the units involved and describe their arrangements. ____________________

   ____

   ____

   ____

** "undergraduate academic curriculum" = see page 6, bottom.

Classes for college credit.

4. OFF-CAMPUS Evening classes through other methods or arrangements.

___Yes ___No

If Yes, please describe these other methods or arrangements and the units involved. ____

____

____

____

____

E. As part of the undergraduate academic curriculum,** does your institution offer OFF-CAMPUS Saturday classes#?

(First read through each alternative listed below. Then go back and make a check mark for each.)

1. OFF-CAMPUS Saturday classes through the institution's continuing education and extension division. ___Yes ___No

2. OFF-CAMPUS Saturday classes through other departments or divisions of the institution? ___Yes ___No

   If Yes, which departments or divisions? ____________________

   ____

   ____

3. OFF-CAMPUS Saturday classes through a joint arrangement between continuing education and extension, and other departments or divisions of the institution. ___Yes ___No

   If Yes, please note the units involved and describe their arrangements. ______________________________

   ____

   ____

   ____

** "undergraduate academic curriculum" = see page 6, bottom.

# Classes for college credit.

4. OFF-CAMPUS Saturday classes through other methods or arrangements.

___Yes ___No

If Yes, please describe these other methods or arrangements and the units involved. ______________________________

____

____

____

____

F. Does your institution give college credit by examination through its own proficiency examinations? (check one) ___Yes ___No

If YES: 1. Please describe the institution's proficiency examination program.

2. What are the requirements, if any, for an individual to be eligible to take these proficiency examinations for credit? (Please describe below)

3. What are the maximum credits, earned through proficiency examinations, that one can use toward graduation from your institution? ______________________________

If NO: Does your institution anticipate, for the future, giving college credit through its own proficiency examinations? (check one)

___Yes. When? ______________________________

___No.

___Don't know.

G. Does your institution give credit by examination through such programs as CLEP (College Level Examination Program) or similar programs? (check one) ___Yes ___No

If YES: 1. Please list which examinations for college credit are used, and for which areas, disciplines or courses these exams are used.

2. What are the requirements, if any, for an individual to be eligible to take these examinations for college credit? (Please describe below)

3. What are the maximum credits, earned through such examinations as CLEP, that one can use toward graduation from your institution? ____________________

If NO: Does your institution anticipate, for the future, giving college credit through such examination programs as CLEP (check one)

___Yes. When? ____

___No.

___Don't know.

H. Does your institution give "life experience" credits (e.g., for job experience, training experience, etc.)? (check one)

If YES: 1. Please describe the institution's program or method of evaluating "experiences" and awarding credits.

2. What are the requirements, if any, for an individual to seek/apply for "life experience" credits? (Please describe below)

3. What are the maximum credits, earned through "life experiences," that one can use toward graduation from your institution? ____________________

If NO: Does your institution anticipate, for the future, giving life experience credits? (check one)

___Yes. When? ____________________

___No.

___Don't know.

I. Does your institution have any "learning packages" that an individual may utilize for self-study in order to receive credit? (check one) ___Yes __No

If YES: 1. Please describe the program involving learning packages.

2. What are the requirements, if any, for an individual to utilize these learning packages for credit? (Please describe below)

3. What are the maximum credits, earned through learning packages, that one can use toward graduation from your institution? ______________________________

If NO: Does your institution anticipate, for the future, developing such learning packages? (check one)

___Yes. When? ______________________________

___No.

___Don't know.

J. As part of the undergraduate academic curriculum,** does your institution offer any other educational alternatives for acquiring undergraduate college credits (e.g., independent study) over and beyond those which have already been mentioned above? (check one)

If YES: 1. Please describe these other educational alternatives.

2. What are the requirements, if any, for an individual to be eligible for these other educational alternatives? (Please describe below)

3. What are the maximum credits earned through these other alternatives, that one can use toward graduation from your institution? ______________________________

If NO: Does your institution anticipate developing other educational alternatives/programs in the future? (check one)

___Yes. When? ______________________________

What types of educational alternatives? __________

____

____

___No.

___Don't know.

** "undergraduate academic curriculum" = see p. 6, bottom.

K. Comments: Please make any additional comments about educational alternatives for college credit at your institution.

L. Do you anticipate any problems in developing an external degree program on an inter-institutional basis? (check one) ___Yes ___No

If Yes, please describe these problems.

M. Do you anticipate any problems in the actual program itself if an external degree program is established? (check one) ___Yes ___No

If Yes, please describe these problems.

THANK YOU FOR YOUR HELP!!!

MICHIGAN COUNCIL OF STATE COLLEGE PRESIDENTS

October 11, 1972

MEMORANDUM

TO: Academic Officers

FROM: Patricia S. Faunce, Project Director, External Degree Program Study

RE: Request for Corrections and Additional Information about Undergraduate Degree Requirements and Educational Alternatives for Acquiring College Credit.

As you will recall, at the beginning of August you were sent a survey form to complete. The form consisted of questions concerning undergraduate degree requirements as well as educational alternatives for acquiring college credit at your institution. Such information is a vital part of the external degree program study.

I wish to emphasize that the information sought from you was that pertaining only to the programs and offerings for which the Academic Affairs Office is responsible. (Please note that I am also conducting a survey of all the credit courses and activities for which the Continuing Education and Extension Service is responsible.)

Enclosed you will find 14 tables and two lists which contain information derived from your responses to the survey and from your institutional catalogs.

Please review carefully the information for your institution in each table. Note for each table whether or not:

1. information is totally lacking for your institution.
2. information is incomplete for your institution.
3. information is incorrect for your institution.

For each table supply the correct and/or lacking information. Please do this in a letter to me and/or on the enclosed survey form which is identical to the one sent to you previously. Return your letter, survey form, lists and tables to me no later than October 27.

All of this information will become part of the final report concerning the feasibility of an external degree program so I need complete and accurate information from you.

The following observations and questions will be of help to you in supplying the necessary information for the enclosed tables and lists.

1. The table numbers are identical to the question numbers in the survey form (except for the table concerning calendar systems--Table III).

2. Table I A includes information asked in question I A about baccalaureate degrees offered by your institution, Are all baccalaureate degrees included for your institution? Are those that are included accurate? (Please distinguish between programs of study within a degree and the proper degree name. We want only the degree name.)

3. Table I B includes information asked in questions I B and I C about the general educational requirements and other special graduation requirements of your institution. The contents of the table reflect what appear to be the norm and/or minimum requirements for each institution. Please review carefully whether or not the minimum or norm requirements for your institution are accurate and complete.

4. Table I D summarizes the undergraduate residency requirements and the number of units which must be earned through your institution. Is the summary accurate for your institution?

   (a) The first column lists the minimum number of units which must be earned through your institution. (b) Column two summarizes the minimum TOTAL units required in residence on campus at your institution. (c) Column three summarizes the minimum FINAL units required in residence. (d) Column four indicates whether or not correspondence credits can be applied towards the residency requirement. (e) Column five provides further explanations of the data in the previous columns.

   For example, Central Michigan University requires that 15 semester hours be earned in residence. Of these, 10 must be earned in residence during the final 30 hours of degree work. Lake Superior State College requires that 48 hours be earned in residence and that these 48 must be the final 48 hours of degree work. Western Michigan University requires 10 semester hours in residence, and these 10 must be earned in residence during the final 30 hours of degree work.

5. Tables II A, B, C, D. E, include information asked in questions II A, B, C, D, E about the undergraduate academic curriculum at your institution, that is, the curriculum followed by regularly enrolled on-campus ("day") students. Please keep this in mind as you supply additional and/or correct information for these tables.

6. Table II F and List II F, concerning proficiency examinations, need far more complete information with regard to such examinations at your institution as well as information on requirements and maximum credits (earned through proficiency exams) that a student can apply toward graduation from your institution. Please distinguish these proficiency exam credits from the standardized examination (e.g., CLEP) credits (see Table and List II G).

7. Table II G and List II G, concerning standardized exams (such as CLEP) through which a student may earn college credit, need much more information with regard to such exam programs, requirements, and credits at your institution.

8. Table II H, "Life Experience Credits" summarizes information based on the definition footnoted below the table. Use this definition as you review, add, or correct the data for your institution. More detailed information in any way, shape or form is needed!

9. Table II I, "Learning Packages" summarizes information based on the definition footnoted below the table. Use this definition as you review, add, or correct the data for your institution. More detailed information in any way, shape or form is needed!

10. Table II J contains information sought in questions II J and II K, about other educational alternatives for acquiring college credit. These are alternatives which have not been summarized in the previous tables. Is the information for your institution accurate and complete?

I do need your reactions, additions and corrections to these tables and lists as soon as possible, and no later than October 27.

Please contact me if you have questions.

I truly appreciate all your help. Thank you!

MICHIGAN COUNCIL OF STATE COLLEGE PRESIDENTS

August 25, 1972

MEMORANDUM

TO: Directors of Continuing Education

FROM: Patricia S. Faunce
Project Director, External Degree Program Study

RE: Preliminary Draft: "Survey of Undergraduate Activitites Offered for Credit Through the Continuing Education and Extension Services During the 1971-72 Academic Year"

A necessary first phase of the External Degree Program Study is a survey of the off-campus courses offered through the continuing education and extension services of the member institutions of the Michigan Council of State College Presidents.

Enclosed are drafts of the survey form including instructions for its completion. As you will note, the form appears, extensive, complex and very rough in this draft. The form is to be revised for the SURVEY itself and will be printed and reduced in size. The form will thus become manageable and easy to complete.

I have sent you these drafts because I need your assistance in "pre-testing" the form and the instructions. Through this pre-test the final survey form, questions, and instructions can be made more appropriate and clear.

I am therefore asking that you please:

1. Complete the form for a representative sample of five of the undergraduate activities*offered for credit by the continuing education and extension division of your institution during the 1971-72 academic year.

   Read the instructions for each item I through XVI before filling in the answers for each activity.

---

*Activities=courses and similar activities

2. Please make comments and suggestions (on the form, instructions, and/or in a letter) that will aid me in revising the form and the instructions. Your candor will be appreciated. Your comments should include but not be limited to such considerations as: Are the questions clear? Are the alternative responses for each item appropriate? Are there questions which should be deleted, or any questions which should be added? Are the instructions clear? etc., etc., etc.

Also enclosed is a set of "SUPPLEMENTARY QUESTIONS" relevant to the SURVEY. Your responses to these supplementary questions will be helpful in determining the final form and conduct of the survey.

Needless to say, I need to have your responses, comments and suggestions as well as the enclosed materials as soon as possible, but not later than September 1.

Please contact me if you have any questions.

Thank you very much. Your efforts and time are greatly appreciated.

SUPPLEMENTARY QUESTIONS

The following questions relate to undergraduate activities* offered for credit through the continuing education and extension division.

Your responses to these questions will contribute significantly to the final form and conduct of the forthcoming Survey of off-campus courses which is a vital first phase of the External Degree Program Study.

Thank you.

patricia s. faunce
Patricia S. Faunce, Project Director
External Degree Program Study

- -

Please complete the questions below

Institution: ____________________

Unit: ____________________

Individual(s) Reporting Information (name & position: ____________________

____

____

* Activities = courses and similar activities

SUPPLEMENTARY QUESTIONS

I. Approximately how many 1971-72 activities* offered for credit through the continuing education and extension division do you anticipate reporting upon in the actual forthcoming "Survey of Undergraduate Activities Offered For Credit Through the Continuing Education and Extension Division During the 1971-72 Academic Year"?

Number of activities to be reported upon ________________________________

II. Approximately how many 1971-72 undergraduate credit activities* offered through continuing education and extension were sponsored in the following ways? (Indicate the approximate number and percent of total activities for each alternative.)

SPONSORED	NUMBER OF ACTIVITIES	PERCENT OF TOTAL ACTIVITIES
1. By your institution only	________	________%
2. By your institution and one or more CCCHE member institutions	________	________%
3. By your institution and one or more non-CCCHE member institutions	________	________%
4. By your institution, one or more CCCHE institutions, and one or more non-CCCHE institutions	________	________%
TOTAL	________	100 %

* Activities = courses and similar activities

III. Which three CCCHE member institutions most frequently co-sponsored undergraduate credit activities with the continuing education and extension unit at your institution during 1971-72? (Please list the three CCCHE institutions below.

1. ______________________________

2. ______________________________

3. ______________________________

IV. The following questions are designed to gather information about the course numbering system used by the continuing education and extension division at your institution.

A. Which digits are used in the course numbering system? What is the meaning or definition of each digit, and/or combination of digits, e.g. 0-99 Remedial - no credit; 100-199 Freshman; 200-299 Sophomores; etc (Please list below.)

DIGIT(S)	MEANING/DEFINITION

B. What is the maximum number of numeric characters used in a single course number at your institution, e.g. 206 = 3 numeric characters.

Max. numeric characters used ____________________

C. Are alphabetic characters (e.g. A, B, H, Z, etc.) used in the course numbering system at your institution? (In this context, reference is not being made to course abbreviations such as ENG., but rather to such "letter numbering" as 101A or M203.)

____ No.

____ Yes. If Yes: 1. Which alphabetic characters are used and what is the meaning or definition of each? (list below)

ALPHABETIC CHARACTERS	MEANING/DEFINITION

Comments: ____________________

____

____

2. What is the maximum number of alphabetic characters used in a single course number at your institution?

Max. alphabetic characters used ____________________

D. What is the maximum number of alpha-numeric characters used in a single course number at your institution?

Max. Alpha-numeric characters used ______________________________

E. Please list three examples of the numbering for an activity/course at your institution and translate or explain the meaning of each example.

1. ____

____

____

____

2. ____

____

____

____

3. ____

____

____

____

F. At your institution does an activity/course receive a different "numbering" if it is offered for variable credit, e.g. an applied music course may have variable credit and be assigned 2 digits with a prefix such as a letter "H" or "Z" (instead of the 3 digits assigned to non-variable activities/courses)?

____ No.

____ Yes. If Yes, please explain the numbering system for variable credit activities/courses, and give examples. ______________

____

____

____

____

____

____

____

____

____

G. Is the course numbering system used by the continuing education and extension at your institution the same as that used by the non-continuing education and non-extension units at your institution?

____ Yes.

____ No. If No, please explain how the systems differ.

____

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MICHIGAN COUNCIL OF STATE COLLEGE PRESIDENTS

October 23, 1972

MEMORANDUM

TO: Directors of Continuing Education

FROM: Patricia S. Faunce, Project Director
External Degree Program Study

RE: Survey Forms to Complete

Here it is! That which you have been waiting for all fall! The promised "Survey of Undergraduate and Graduate Activities Available for Credit Through Continuing Education, Extension and Similar Serivces During 1971-72."

The survey form folds out in an accordian-like fashion into five pages printed on both sides. TEN ACTIVITIES OR OFFERINGS can be REPORTED on EACH SURVEY FORM.

The lines on which to report the 10 activities/offerings are numbered from 1 to 10 on each page. The numbering from 1 to 10 is to help you keep your place as you fill out a form. Thus, line #1 on each page is used for the first activity you report on a survey form. Line #2 is used on each page for the second activity you report on a survey form, and so on through line #10 which is used for the tenth activity you report on a survey form.

Please REPORT EVERY SINGLE OFFERING IN 1971-72. For example, if a given course had 20 sections offered, then report each section as a separate offering or activity. You would fill up two survey forms in reporting the 20 offerings (10 offerings per survey form). In the situation where you have a given correspondence course or similar activity, that correspondence course is considerd as one activity.

For EACH OFFERING, 18 ITEMS OR QUESTIONS (I-XVIII) must be COMPLETED.

You are asked to REPORT both UNDERGRADUATE and GRADUATE offerings/activities in 1971-72.

Please REPORT the offerings BY DEPARTMENT. For example, first report all Anthropology offerings; second, report all Biology offerings; third, all English offerings; and so on, department by department. You may use any order of departments you wish.

Before you do anything at all - please READ THE INSTRUCTIONS!!!! And then, refer to the Instructions as you complete each item on the survey form. You will avoid making errors as well as trouble for yourself (and Me) if you first read and then make constant use of the Instructions.

Time is of the essence! It is absolutely necessary to have your completed forms returned to me as soon as possible as all the responses must be key punched and computer analyzed before I can futher analyze them and write the final report.

Please complete and return the survey forms no later than November 8 and preferably before then. (Also, return any unused survey forms. We need them for other purposes.)

If you need more survey forms, please let me know. (You should have one form for every 10 activities you will report.) If you have any questions, don't quess; call me.

I gratefully thank you for your cooperation, effort, and persistent spirit in this important endeavor.

Encls: Instructions;_____Survey Forms

SURVEY OF UNDERGRADUATE AND GRADUATE ACTIVITIES[a]
AVAILABLE FOR CREDIT THROUGH
CONTINUING EDUCATION, EXTENSION AND SIMILAR SERVICES
DURING 1971-72[b]

Institution: ____________________ ☐☐
1 2

Unit Name: ____________________

Individuals Reporting Information (name, title and position): ____________________

____

NOTE: In completing this survey form, please read and use the set of INSTRUCTIONS designed to aid you in answering each item.

— —

a. "Activities" = courses and similar educational activities

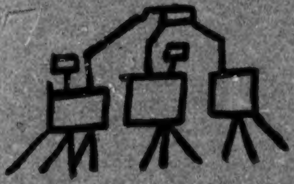
b. Report every single offering of an undergraduate and graduate activity during 1971-72. Each section of a given activity is considered a single offering. Thus, each section is reported separately.

MICHIGAN COUNCIL OF STATE COLLEGE PRESIDENTS
Patricia S. Faunce: Project Director,
External Degree Program Study

XVII

WAS ACTIVITY OFFERED IN SPECIFIED LOCATION DURING 1969-70 and 1970-71

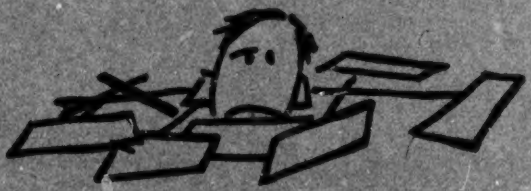
Circle for each academic year (1969-70 & 1970-71) the number which indicates Yes, No, or Don't Know if the activity was offered during these years in the location specified in item XI.



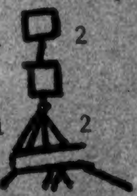
XVIII

ARE THERE PLANS TO OFFER THE ACTIVITY IN THE SPECIFIED LOCATION DURING 1972-73, 1973-74, and 1974-75

Circle for each academic year (1972-73, 1973-74, 1974-75) the number which indicates Yes, No, or Don't Know if there are plans to offer the activity during these years in the location specified in item XI.



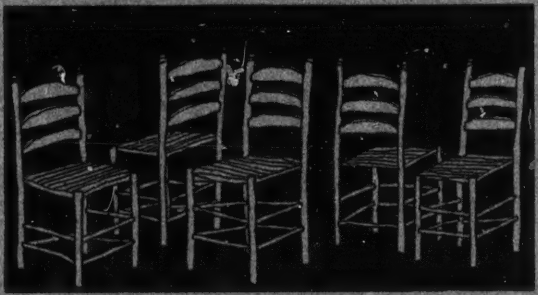
	1969-70			1970-71			1972-73			1973-74			1974-75		
	YES	NO	DK	YES	NO	DK	YES	NO	DK	YES	NO	DK	YES	NO	DK
Col		75			76			77			78			79	
Ex	1	[✓ 2]	3	[✓ 1]	2	3	[✓ 1]	2	3	[✓ 1]	2	3	1	2	[✓ 3]
Ex	[✓ 1]	2	3	[✓ 1]	2	3	[✓ 1]	2	3	1	[✓ 2]	3	1	[✓ 2]	3
1	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
2	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
4	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
5	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
6	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
7	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
8	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
9	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
10	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3



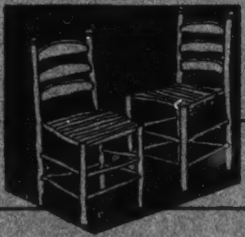
XVI

USUAL FREQUENCY WITH WHICH ACTIVITY IS OFFERED IN THE SPECIFIED LOCATION

Circle the one number which indicates the usual frequency with which the activity is offered in the location specified for it in item XI. See the Instructions.



	1 TERM EACH YEAR	2 TERMS EACH YEAR	3 TERMS EACH YEAR	ALL YEAR; OR 4 OR MORE TERMS EACH YEAR	1 TERM EVERY OTHER YEAR	2 TERMS EVERY OTHER YEAR	3 TERMS EVERY OTHER YEAR	4 OR MORE TERMS OR ALL YEAR EVERY OTHER YEAR	SPORADICALLY OR ON DEMAND	OTHER	Specify Other
Col					74						
Ex	1	[✓ 2]	3	4	5	6	7	8	9	0	
Ex	1	2	3	[✓ 4]	5	6	7	8	9	0	
1	1	2	3	4	5	6	7	8	9	0	
2	1	2	3	4	5	6	7	8	9	0	
3	1	2	3	4	5	6	7	8	9	0	
4	1	2	3	4	5	6	7	8	9	0	
5	1	2	3	4	5	6	7	[illegible]	9	0	
6	1	2	3	4	5	6	7	8	9	0	
7	1	2	3	4	5	6	7	8	9	0	
8	1	2	3	4	5	6	7	8	9	0	
9	1	2	3	4	5	6	7	8	9	0	
10	1	2	3	4	5	6	7	8	9	0	



I

ACTIVITY

Print the abbreviation and the numeric or alpha-numeric characters used to designate the activity (e.g., ENG 101 or ENG 105B)

For the abbreviation, use no more than 10 spaces. Begin at the far left.

For the numeric or alpha-numeric characters, print them so that the last character falls in the far right box, e.g. 1 0 1 or 1 0 5 B or A 3 0 2

II

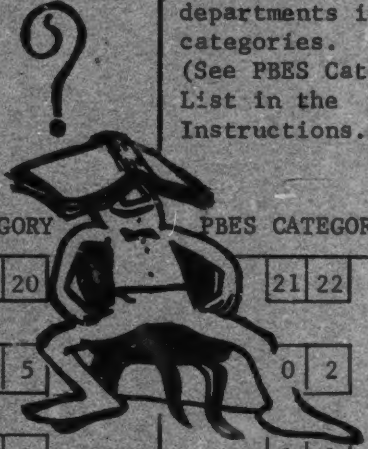
SUBJECT MATTER CATEGORY

Code the number of the subject matter category of the activity, e.g., 1 5. (see list of Subject Matter Categories in Appendix A of the Instructions)

III

PBES CATEGORY

Code the number of the PBES category into which the activity best fits, e.g., 0 2. Use the system established by your institution for coding its departments into categories. (See PBES Category List in the Instructions.)

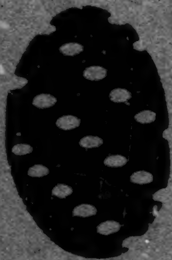


	ABBREVIATION										ALPHA-NUMERIC CHARACTERS						CATEGORY		PBES CATEGORY	
Col	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Ex	E	N	G	L										1	0	1	1	5	0	2
Ex	S	O	C										A	4	0	5	2	2	1	1
1																				
2																				
3																				
4																				
5																				
6																				
7																				
8																				
9																				
10																				

TITLE OF ACTIVITY

Print title of activity in CAPS. Use only 30 spaces/characters. Leave a blank space between words.

For example, FRESHMAN COMPOSITION takes 19 spaces plus a blank space between words (20 spaces total).



TITLE

Col	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53
Ex	F	R	E	S	H	M	A	N		C	O	M	P	O	S	I	T	I	O	N											
Ex	C	O	N	T	E	M	P	O	R	A	R	Y		S	O	C	I	A	L		P	R	O	B	L	E	M	S			
1																															
2																															
3																															
4																															
5																															
6																															
7																															
8																															
9																															
10																															

XIV

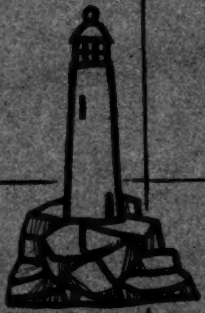
ACTIVITY ON - OR OFF - CAMPUS

Circle 1 if the activity was ON-CAMPUS of one of the sponsoring CCCHE Institutions. Circle 2 if the activity was OFF-CAMPUS from one of the sponsoring CCCHE institutions but was held in a specific place, center or school. Circle 3 if the question does not apply, that is, the activity was one which took place anywhere, e.g. correspondence course. Make only one circle.

XV

FACULTY INSTITUTIONAL OR SUPPLEMENTARY

Were faculty working for the sponsoring institutions or supplementary faculty procured elsewhere used to teach or "monitor" the activity? Circle the one number that applies: 1 = institutional faculty, 2 = supplementary, and 3 = both institutional and supplementary.



	ON-CAMPUS OF CCCHE INSTI.	OFF-CAMPUS FROM CCCHE INSTI.	DOES NOT APPLY	INSTITU	SUPPLEME	BOTH
Col		72			73	
Ex	1	[✓ 2]	3	[✓ 1]	2	3
Ex	1	2	[✓ 3]	1	2	[✓ 3]
1	1	2	3	1	2	3
2	1	2	3	1	2	3
3	1	2	3	1	2	3
4	1	2	3	1	2	3
5	1	2	3	1	2	3
6	1	2	3	1	2	3
7	1	2	3	1	2	3
8	1	2	3	1	2	3
9	1	2	3	1	2	3
10	1	2	3	1	2	3

XI

LOCATION OF ACTIVITY

Code the number of the county in which the activity was located, e.g., 0 5. See list of counties and code numbers in the Instructions. If the activity was located outside Michigan, but within the country, print 9 7 and specify the location on the line provided. If located outside of the country, print 9 8 and specify the location. If the question does not apply, i.e., there is no specific location because the activity was a correspondence course or similar activity, print 9 9.

XII

JOINT SPONSORSHIP OF ACTIVITY

Circle the number which indicates joint sponsorship or not of the activity and by whom.

XIII

HOW MANY AND WHICH CCCHE INSTITUTIONS SPONSORED THE ACTIVITY

Print how many (01 through 15) CCCHE member institutions sponsored the activity. If sponsored by 2 or more CCCHE institutions, specify which institutions by coding the ID number of the institution(s) on the line provided. (See list of institutions and ID numbers in the Instructions.)

	LOCATION	For 97 & 98, specify the location.	NOT JOINTLY SPONS.	2 OR MORE CCCHE INST.	2 OR MORE INSTIT. CCCHE & NON-CCCHE	HOW MANY	Specify CCCHE Institutions by ID Number
Col	67 68		69			70 71	
Ex	9 8	Honolulu, Hawaii (XYZ Extension Center)	1	[✓ 2]	3	0 4	02, 06, 10, 14
Ex	9 9		1	2	[✓ 3]	0 2	04, 13
1	☐☐		1	2	3	☐☐	
2	☐☐		1	2	3	☐☐	
3	☐☐		1	2	3	☐☐	
4	☐☐		1	2	3	☐☐	
5	☐☐		1	2	3	☐☐	
6	☐☐		1	2	3	☐☐	
7	☐☐		1	2	3	☐☐	
8	☐☐		1	2	3	☐☐	
9	☐☐		1	2	3	☐☐	
10	☐☐		1	2	3	☐☐	

V

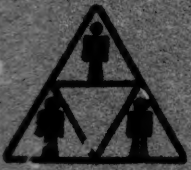
EDUCATIONAL LEVEL OF ACTIVITY

Circle the numbers which indicate the educational levels of the activity as classified by your institution. Circle as many levels (numbers) as apply. e.g., If an activity is at the Fr and Soph levels, circle 1 and 2. If an activity is at the Sr and Grad levels, circle 4 and 5.

VI

RESTRICTION ON EDUCATIONAL LEVEL

If this is not a graduate level activity, circle 1. If this is a graduate level activity, which is usually absolutely restricted to graduate students, circle 2. If this is a graduate level activity which is generally available to some levels of undergraduates who meet special conditions, circle 3. If this is a graduate level activity which is generally open to some levels of undergraduates without restriction, circle 4. Circle the one number which best applies. Make only one circle.



	FR	SOPH	JR	SR	GRAD	NOT GRAD LEVEL	GRAD - RESTRICTED	GRAD - SP. CONDITIONS	GRAD - OPEN
Col	54	55	56	57	58	59			
Ex	[✓ 1]	[✓ 2]	3	4	5	[✓ 1]	2	3	4
Ex	1	2	3	[✓ 4]	[✓ 5]	1	2	3	[✓ 4]
1	1	2	3	4	5	1	2	3	4
2	1	2	3	4	5	1	2	3	4
3	1	2	3	4	5	1	2	3	4
4	1	2	3	4	5	1	2	3	4
5	1	2	3	4	5	1	2	3	4
6	1	2	3	4	5	1	2	3	4
7	1	2	3	4	5	1	2	3	4
8	1	2	3	4	5	1	2	3	4
9	1	2	3	4	5	1	2	3	4
10	1	2	3	4	5	1	2	3	4

VII

TYPE OF INSTRUCTIONAL TECHNIQUE

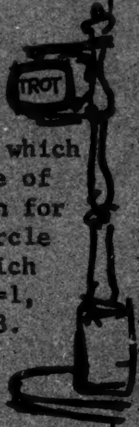
Circle the number of the one method by which the activity was primarily delivered or offered, i.e., the instructional technique used. Make only one circle. See Instructions for definitions of the techniques.

	COURSE	WORKSHOP, INSTITUTE, CONF.	CORRESPONDENCE	INDEPENDENT STUDY	CREDIT BY EXAMINATION	CLOSED CIRCUIT TV	CLOSED CIRCUIT AUDIO	BROADCAST TV	BROADCAST RADIO	LEARNING PACKAGE	WORK-STUDY, INTERNSHIP	TRAVEL-STUDY	OTHER	Specify Other
Col							60 61							
Ex	[✓ 01]	02	03	04	05	06	07	08	09	10	11	12	13	
Ex	01	02	[✓ 03]	04	05	06	07	08	09	10	11	12	13	
1	01	02	03	04	05	06	07	08	09	10	11	12	13	
2	01	02	03	04	05	06	07	08	09	10	11	12	13	
3	01	02	03	04	05	06	07	08	09	10	11	12	13	
4	01	02	03	04	05	06	07	08	09	10	11	12	13	
5	01	02	03	04	05	06	07	08	09	10	11	12	13	
6	01	02	03	04	05	06	07	08	09	10	11	12	13	
7	01	02	03	04	05	06	07	08	09	10	11	12	13	
8	01	02	03	04	05	06	07	08	09	10	11	12	13	
9	01	02	03	04	05	06	07	08	09	10	11	12	13	
10	01	02	03	04	05	06	07	08	09	10	11	12	13	

VIII

TYPE OF TERM CREDITS

Circle the number which indicates the type of term credits given for the activity. Circle the one number which applies: quarter=1, semester=2, both=3.



IX

CREDITS OFFERED

Print the number of credits (01 on up) offered for the activity. If three credits are offered print 03 in the boxes, e.g. 0 3; if 15 credits, print 1 5. If variable credit is offered, print 98 in the boxes, 9 8, and specify the credit variation in the spaces provided, e.g., from 02 to 10.

X

MONTH OF YEAR ACTIVITY STARTED

Code the STARTING MONTH (Jan=01 thru Dec=12) of the particular activity being reported, e.g., If the activity began in Sept, code 0 9. If it started in Jan, code 0 1. If an activity such as correspondence or independent study could be started at any time during the year, code the number 13-1 3.

	QTR	SEM	BOTH	CREDITS	VARIATION (specify)	MONTH STARTED
Col		62		63 64		65 66
Ex	[✓ 1]	2	3	0 3	from ______ to ______	0 7
Ex	1	[✓ 2]	3	9 8	from 01 to 15	1 3
1	1	2	3	☐☐	from ______ to ______	☐☐
2	1	2	3	☐☐	from ______ to ______	☐☐
3	1	2	3	☐☐	from ______ to ______	☐☐
4	1	2	3	☐☐	from ______ to ______	☐☐
5	1	2	3	☐☐	from ______ to ______	☐☐
6	1	2	3	☐☐	from ______ to ______	☐☐
7	1	2	3	☐☐	from ______ to ______	☐☐
8	1	2	3	☐☐	from ______ to ______	☐☐
9	1	2	3	☐☐	from ______ to ______	☐☐
10	1	2	3	☐☐	from ______ to ______	☐☐

INSTRUCTIONS

For Completing the

"Survey of Undergraduate and Graduate Activities
Available for Credit
Through Continuing Education, Extension, and Similar Services
During 1971-72"

Michigan Council of State College Presidents

Patricia S. Faunce, Project Director
External Degree Program Study

PLEASE READ THESE INSTRUCTIONS THOROUGHLY
AND FOLLOW THEM CAREFULLY!!!

Not only will you be saved time and trouble, but so will we; and you will make our job of keypunching and data processing progress more quickly and more easily.

Thank you!

INSTRUCTIONS

For Completing the

"Survey of Undergraduate and Graduate Activities
Available for Credit
Through Continuing Education, Extension, and Similar Services
During 1971-72"

GENERAL INSTRUCTIONS

On the following pages you will find detailed instructions which will help you in completing the survey forms for the "Survey of Undergraduate and Graduate Activities Available for Credit Through Continuing Education, Extension and Similar Services During 1971-72."

This survey is being conducted as a part of the External Degree Program Study sponsored by the Michigan Council of State College Presidents.

By "activities" is meant courses and other similar educational endeavors.

You are asked to report EVERY SINGLE OFFERING of an undergraduate and graduate activity during 1971-72. Each section of a given activity is considered a single offering. Thus, each section is reported separately. For example, if EDUC 402 has 35 sections, then you will report 35 separate offerings/activities. Since each survey form allows for 10 offerings to be reported, you will fill up 3-1/2 survey forms in order to report each of the 35 sections.

PLEASE REPORT THE ACTIVITIES BY DEPARTMENT OR SIMILAR GROUPINGS. For example, first report all of the offerings of English activities. Then report all of the offerings of activities in some other department or area, perhaps Chemistry, or perhaps Sociology.

Note that each survey form is ten pages in length (five pages printed on both sides). For each activity, you must complete 18 items or questions. Each survey form permits ten activities to be reported. The spaces for reporting activities have been numbered from one to ten on each of the pages to help you "keep your place" as you complete the eighteen questions for each activity.

Please complete all 18 questions for an activity before moving on to report the next activity. Note the examples provided on the form as well as the examples in the instructions.

You have been sent a supply of survey forms on which to report the undergraduate and graduate activities available for credit during 1971-72. Please call us if you need more forms. For example, if you will be reporting 900 activities/offerings, then you should have 90 survey forms (remember - each survey form permits 10 activities to be reported).

On the following pages you will be given detailed instructions on how to complete the cover page and each of the 18 questions on the form. If you have any questions at all, call me, don't guess.

Thank you very much for your time and help in this horrendous task.

Patricia S. Faunce

Patricia S. Faunce
Project Director,
External Degree Program Study

COVER PAGE

On the cover page of each survey form that you fill out, please complete the following questions:

1. Name of the institution.
2. Name of the unit for which activities are being reported, e.g., Continuing Education.
3. The name, title, and position of the individual(s) reporting the information.

ITEM NUMBER — ITEM

I. ACTIVITY

"Activity" means a course, seminar, or other educational endeavor which is offered for undergraduate or graduate credit by continuing education, extension, or a similar service.

Abbreviation: Print the abbreviation used by the institution for the activity. Use only 10 spaces or characters. Leave a blank space between characters where necessary.

For example, English at an institution might be abbreviated as ENG. So print ENG. in the boxes provided. Use CAPS. Begin at the far left.

E	N	G							

Number: Print the numeric or alpha-numeric characters used by the institution to designate the activity.

Print the number so that the LAST CHARACTER falls as far to the RIGHT as possible. That is, the last character should fall in the right end box.

For example, the activity might be ENG. 101. So print the numeric characters 101 as far to the right as possible in the boxes provided.

			1	0	1

Other examples:

		2	0	3	A

	Z	Y	3	0	5

II. SUBJECT MATTER CATEGORY

See Appendix A (page 18) at the end of this document.

ITEM NUMBER	ITEM
III.	PBES[1] CATEGORY

Code the number of the PBES Instructional Category into which the activity best fits. For example, the PBES Category for "Freshman Composition" is 15, so code $\boxed{1|5}$. The PBES Category for "Contemporary Social Problems" is 11, so code $\boxed{1|1}$.

Use the system established by your institution for coding its departments into PBES Instructional Categories.

The PBES Instructional Categories and code numbers are listed below.

PBES Categories

01 = Agriculture and Natural Resources
02 = Arts, Humanities, Letters
03 = Biological Sciences
04 = Business, Management and Commerce
05 = Computer and Information Sciences
06 = Education
07 = Engineering, Architecture and Related Technical Fields
08 = Health Sciences Professions
09 = Law
10 = Physical Sciences and Mathematics
11 = Social Sciences, Area Studies, Human Service, and Public Affairs
12 = Other Disciplines

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[1] PBES - Program Budget Evaluation System for Higher Education, State of Michigan, February, 1972.

ITEM
NUMBER ITEM

IV. TITLE OF ACTIVITY

Print the title of the activity as clearly as possible within the 30 spaces/boxes provided. Use CAPS. Leave a blank space between words.

For example, the ENG. 101 course title might be FRESHMAN COMPOSITION. So print the title in CAPS in the boxes provided. Since the title is 19 spaces plus 1 space between words (20 spaces total), the entire title can be printed.

F	R	E	S	H	M	A	N		C	O	M	P	O	S	I	T	I	O	N										

V. EDUCATIONAL LEVEL OF ACTIVITY

Circle the numbers which indicate the educational levels of the activity as classified by your institution. Circle as many levels (numbers) as apply.

For example, if an activity is at the lower division undergraduate level, circle ① and ②. If an activity is at the junior level, circle ③. If an activity is at the advanced undergraduate and graduate levels, circle both ④ and ⑤.

VI. RESTRICTION ON EDUCATIONAL LEVEL

Is the activity strictly for graduate students or is it available to some levels of undergraduates?

If the activity is not a graduate level activity, circle ①.

If this is a graduate level activity which is usually absolutely restricted to graduate students, circle ②.

If this is a graduate level activity which is usually available to some levels of undergraduates who meet special conditions, circle ③.

If this is a graduate level activity which is usually open to some levels of undergraduates without restriction, circle ④.

Circle the number of the alternative which is the most applicable. Make only one circle.

ITEM NUMBER ITEM

VII. TYPE OF INSTRUCTIONAL TECHNIQUE

Circle the number of the one method by which the activity was primarily delivered or offered, that is, the primary instructional technique used to "teach" the activity.

For example, if an activity was taught primarily as a course (live face-to-face classroom setting), circle ① . If an activity was taught primarily over public television, circle ⑧ . If a method not listed between 01-12 was used, then circle ⑬ for OTHER and specify the other method of instructional technique.

Use the definitions of instructional techniques listed below in responding to this item.

01 = COURSE: an organized instructional program on a specific topic or area in which students and faculty meet live face-to-face regularly over a period of weeks or months, but with intervening time periods between sessions.

02 = WORKSHOP, INSTITUTE, CONFERENCE: an organized instructional program for credit in which students meet in session for at least three hours, although the program may last as long as several weeks. There are usually not intervening time periods of days or weeks between sessions.

03 = CORRESPONDENCE: the traditional correspondence format where the student receives a study guide which includes a list of required texts and materials, study instructions, supplementary information and specific lesson assignments. Written by the instructor, the study guide's main purposes are to provide a format and structure for the student's study and to initiate and maintain communication between the student and the instructor. Using the study guide, his textbooks, and other materials, the student works at his own pace through a series of assignments which he sends to the instructor for comment and evaluation. In some cases, the correspondence format may be less structured, and the student may be exempted from the periodic lesson assignments. Instead, in consultation with the instructor, the student chooses his own method of study, concentrating - to a greater or lesser degree according to his interests - on different aspects of the course content. The work to be submitted for evaluation depends upon the course content and the student's interests and abilities.

ITEM NUMBER

ITEM

VII. (Cont.)

04 = INDEPENDENT STUDY: this less structured method allows the student relative freedom in his educational study and work. Instead, in consultation with an appropriate instructor, the student chooses his own subject to be studied and his method of study. For the most part, there is little step-by-step evaluation and control. The work to be submitted for evaluation varies widely depending upon the subject to be studied and the student's interests and abilities.

05 = CREDIT BY EXAMINATION: this method of study allows the student to prepare himself largely on his own for a final examination, the passing of which entitles him to credit in the course. The credit by examination method is used primarily by students with an extensive background in an area and who wish mainly to reorient their practical experience to an academic framework in order to earn degree credit. The student usually applies for credit by examination, and a fee is assessed him if the decision is made by the instructor and/or others that the student has sufficient background to earn credit by examination.

06 = CLOSED CIRCUIT TV INSTRUCTION: instruction mainly or entirely by TV with program preparation and distribution completely controlled by the institution.

07 = CLOSED CIRCUIT AUDIO INSTRUCTION: instruction mainly or entirely over a closed circuit audio system completely controlled by the institution.

08 = BROADCAST TV INSTRUCTION: instruction over commercial or educational TV channels which is available to the public but permits a viewer the option of registering with the institution and meeting its requirements.

09 = BROADCAST RADIO INSTRUCTION: instruction broadcast over one or more radio stations available to the public but allows listeners to exercise the option of registering with the institution and meeting its requirements.

ITEM NUMBER	ITEM

VII. (Cont.)

10 = LEARNING PACKAGES: this method permits the students to study away from the institution and facilitates such learning activities. Learning packages may be developed by institutions or by corporations. They may incorporate electronic and visual aids, and a student may have access to full lectures through cassettes, programmed instruction, film strips, video tapes, and other instructional devices.

11 = WORKSTUDY AND INTERNSHIPS: this method provides the individual with an opportunity to obtain academic credit while continuing in a career pursuit. Work-study programs and internships are used in this respect to enhance career opportunities in an existing position or to serve under an individual in a structured internship. A work-study program consists of a specific course of academic study carefully integrated with on-the-job experiences. The internship provides opportunity for individuals to serve in positions above their current level or in other units or agencies.

12 = TRAVEL-STUDY: programs of travel and study tours enable the student to combine world travel with study of the countries visited and the earning of college credit.

13 = OTHER: other methods of instruction, not listed in 01-12, by which a student may earn college credit. If ⑬ is circled, then also specify, on the line provided, the other method of instruction.

ITEM NUMBER ITEM

VIII. TYPE OF TERM CREDITS

Circle the number which indicates type of term credits given for the activity. Circle the one number which applies.

If only quarter credits are given, circle ①. If only semester credits are given, circle ②. If both quarter and semester credits are given, circle ③.

IX. CREDITS OFFERED FOR THE ACTIVITY

Print the number of credits offered for the activity.

For example, if the number of credits offered for an activity is three, then print 03 in the boxes provided, e.g. $\boxed{0\,|\,3}$. If the number of credits offered for another activity is fifteen, then print 15, e.g. $\boxed{1\,|\,5}$. If the number of credits offered is variable, for example, from two to six, then print 98 and then specify the variation "from 2 to 6" in the space provided. Anytime the number of credits offered for an activity is variable, print $\boxed{9\,|\,8}$ and then specify the variation from _ to _ in the spaces provided.

X. MONTH OF YEAR ACTIVITY STARTED

Code the starting month (during 1971-72) of the particular activity being reported.

For example, if an activity began in April, code $\boxed{0\,|\,4}$. If an activity began in January, code $\boxed{0\,|\,1}$. If an activity, such as correspondence or independent study,could be started at any time during the year, code $\boxed{1\,|\,3}$ which means "anytime."

Month and Code Number

01 = January
02 = February
03 = March
04 = April
05 = May
06 = June
07 = July
08 = August
09 = September
10 = October
11 = November
12 = December
13 = ANYTIME

ITEM
NUMBER

ITEM

XI. LOCATION OF ACTIVITY

Code the number of the COUNTY in which the activity was located. For example, if an activity was held in Kent County, code the number 41 in the boxes provided, $\boxed{4}\boxed{1}$.

If an activity was located OUTSIDE OF MICHIGAN BUT WITHIN THE COUNTRY, code the number 97 $\boxed{9}\boxed{7}$, and specify the location (City, State, Center, School), on the line provided.

> By "within the country" is meant the USA "proper" (and excludes Hawaii and Alaska).

If an activity was located OUTSIDE OF THE COUNTRY, code the number 98 $\boxed{9}\boxed{8}$, and specify the location (Country, Center or School) on the line provided.

> By "outside the country" is meant outside the USA "proper." Alaska and Hawaii would be considered as "outside the country."

If the QUESTION DOES NOT APPLY, that is, there is no specific location because the activity was a correspondence course or similar activity, code the number 99, $\boxed{9}\boxed{9}$.

Michigan Counties and Code Numbers

01 Alcona
02 Alger
03 Allegan
04 Alpena
05 Antrim
06 Arenac
07 Baraga
08 Barry
09 Bay
10 Benzie
11 Barrien
12 Branch
13 Calhoun
14 Cass
15 Charlevoix
16 Cheboygan
17 Chippewa
18 Clare
19 Clinton
20 Crawford
21 Delta
22 Dickinson
23 Eaton
24 Emmet
25 Genesee
26 Gladwin
27 Gogebic
28 Grand Traverse
29 Gratiot
30 Hillsdale
31 Houghton
32 Huron
33 Ingham
34 Ionia
35 Iosco
36 Iron
37 Isabella
38 Jackson
39 Kalamazoo
40 Kalkaska
41 Kent
42 Keweenaw
43 Lake
44 Lapeer
45 Leelanau
46 Lenawee
47 Livingston
48 Luce
49 Mackinac
50 Macomb
51 Manistee
52 Marquette
53 Mason
54 Mecosta
55 Menominee
56 Midland
57 Missaukee
58 Monroe
59 Montcalm
60 Montmorency
61 Muskegon
62 Newaygo
63 Oakland
64 Oceana
65 Ogemaw
66 Ontonagon
67 Osceola
68 Oscoda
69 Otsego
70 Ottawa
71 Presque Isle
72 Roscommon
73 Saginaw
74 St. Clair
75 St. Joseph
76 Sanilac
77 Schoolcraft
78 Shiawassee
79 Tuscola
80 Van Buren
81 Washtenaw
82 Wayne
83 Wexford

97 = Outside of Michigan, but within the country.
98 = Outside of the country.
99 = Question does not apply.

ITEM NUMBER	ITEM

XII. JOINT SPONSORSHIP OF ACTIVITY

Circle the number which best indicates the sponsorship of the activity; that is, whether joint sponsorship or not, and by CCCHE institutions or not.

1 = Activity was not jointly sponsored; it was sponsored by the reporting institution only.

2 = Activity was jointly sponsored by 2 or more CCCHE institutions only.

3 = Activity was jointly sponsored by 2 or more institutions, both CCCHE and non-CCCHE.

For example, if the activity was sponsored by your institution only, then circle ①. If the activity was sponsored by two or more CCCHE member institutions, circle ②. If the activity was sponsored by both a CCCHE institution and a non-CCCHE institution, circle ③.

ITEM NUMBER ITEM

XIII. NUMBER OF CCCHE INSTITUTIONS SPONSORING THE ACTIVITY

Print HOW MANY, (01-15), CCCHE member institutions sponsored the activity. If 2 or more CCCHE institutions sponsored the activity, then print the number of CCCHE institutions, and also specify (print the ID numbers of) the sponsoring institutions.

For example, if only your institution sponsored the activity, then print the number 01 in the boxes provided, e.g., $\boxed{0}\boxed{1}$. If 3 CCCHE institutions sponsored the activity, print the number 03, $\boxed{0}\boxed{3}$, and also print the ID numbers of the 3 CCCHE institutions who sponsored the activity, e.g. 06, 11, and 15, on the line provided.

How Many

01 = Sponsored by your institution only.
02 = Sponsored by your institution and one other CCCHE member institution.
03 = Sponsored by your institution and two other CCCHE member institutions.
04 = Sponsored by your institution and three other CCCHE member institutions.
05 = Sponsored by your institution and four other CCCHE member institutions.
06 = Sponsored by your institution and five other CCCHE member institutions.
07 = Sponsored by your institution and six other CCCHE member institutions.
08 = Sponsored by your institution and seven other CCCHE member institutions.
09 = Sponsored by your institution and eight other CCCHE member institutions.
10 = Sponsored by your institution and nine other CCCHE member institutions.
11 = Sponsored by your institution and ten other CCCHE member institutions.
12 = Sponsored by your institution and eleven other CCCHE member institutions.
13 = Sponsored by your institution and twelve other CCCHE member institutions.
14 = Sponsored by your institution and thirteen other CCCHE member institutions.
15 = Sponsored by your institution and fourteen other CCCHE member institutions.

ITEM NUMBER	ITEM	
XIII. (Cont.)	ID Number	Institution
	01	Central Michigan University
	02	Eastern Michigan University
	03	Ferris State College
	04	Grand Valley State College
	05	Lake Superior State College
	06	Michigan State University
	07	Michigan Technological University
	08	Northern Michigan University
	09	Oakland University
	10	Saginaw Valley College
	11	University of Michigan-Ann Arbor
	12	University of Michigan-Dearborn
	13	University of Michigan-Flint
	14	Wayne State University
	15	Western Michigan University

XIV. ACTIVITY ON-OR OFF-CAMPUS

Did the activity take place on-or off-campus of one of the sponsoring CCCHE institutions?

Circle ① if the activity was ON-CAMPUS of one of the sponsoring CCCHE institutions.

Circle ② if the activity was OFF-CAMPUS from one of the sponsoring CCCHE institutions. For example, it took place in a downtown extension center, the local high school, or the campus of a Non-CCCHE institution.

Circle ③ if the question DOES NOT APPLY. That is, the activity was one which was not held in a specific place, but took place anywhere, e.g., correspondence course.

XV. FACULTY INSTITUTIONAL OR SUPPLEMENTARY

Who "taught" or "monitored" the activity? Did faculty working for one of the sponsoring institutions ("institutional" faculty) teach or monitor the activity? Did supplementary faculty procured elsewhere teach the activity? Or, did both institutional and supplementary faculty teach the activity? Circle the one number that applies.

1 = Institutional faculty.
2 = Supplementary faculty.
3 = Both institutional and supplementary faculty.

ITEM NUMBER

ITEM

XVI. USUAL FREQUENCY WITH WHICH ACTIVITY IS OFFERED IN THE SPECIFIED LOCATION

Circle the one number which indicates the usual frequency with which the activity is offered in the location specified for it in item XI.

1 = One term each year.
2 = Two terms each year.
3 = Three terms each year.
4 = All year or Four or more terms each year.
5 = One term every other year.
6 = Two terms every other year.
7 = Three terms every other year.
8 = Four or more terms or All year every other year.
9 = Sporadically (no predetermined schedule or calendar) or On demand.
0 = Other. (Specify the "other" on the line provided.)

For example, if an activity is usually offered in the specified location for two terms every other year, circle ⑥. If an activity is usually offered sporadically (no predetermined schedule at all) or on demand, circle ⑨. If an activity is usually offered in the specified location in another way not specified in the alternatives, circle ⓪ and specify, in the space provided, the other schedule on which the activity is usually offered.

Note! For any Activity which may have been Located Anywhere (e.g., correspondence course), circle the usual frequency with which it is offered or available. For example, if a correspondence course is usually available all year around every year, circle ④.

ITEM NUMBER	ITEM

XVII. **WAS THE ACTIVITY OFFERED IN THE SPECIFIED LOCATION DURING 1969-70 AND 1970-71**

For each academic year (1969-70 and 1970-71), circle the number which indicates whether or not the activity was offered in the location specified in item XI.

1 = Yes, the activity was offered in the specified location.

2 = No, the activity was not offered in the specified location.

3 = Don't Know if the activity was offered in the specified location.

For example, if an activity was offered in the location specified in item XI during 1969-70, but not during 1970-71, circle ① below 1969-70 and ② below 1970-71.

XVIII. **ARE THERE PLANS TO OFFER THE ACTIVITY IN THE SPECIFIED LOCATION DURING 1972-73, 1973-74 AND 1974-75**

For each academic year (1972-73, 1973-74 and 1974-75) circle the number which indicates whether or not there are plans to offer the activity in the location specified in item XI.

1 = Yes, there are plans to offer the activity in the specified location.

2 = No, there are not plans to offer the activity in the specified location.

3 = Don't Know if there are plans to offer the activity in the specified location.

For example, if an activity may be offered in the specified location during all three years, then circle ① below each of the three years. If an activity will be held in the specified location during 1972-73, but you don't know about the other two years, then circle ① below 1972-73, ③ below 1973-74 and ③ below 1974-75.

APPENDIX A

SUBJECT MATTER CATEGORY (ITEM IV)

APPENDIX A

SUBJECT MATTER CATEGORY (ITEM II)

ITEM NUMBER	ITEM

II. SUBJECT MATTER CATEGORY

Print the number which best represents the subject matter category of the activity. Use the list below to find the appropriate number.

For example, ENG. 101, "Freshman Composition" would be given the number 15 $\boxed{1}\boxed{5}$. SOC A 405, "Contemporary Social Problems" would be given the subject matter category number of 22 $\boxed{2}\boxed{2}$.

The subject matter areas or categories listed below are modifications of academic subdivisions and occupational specialities defined by the U.S. Office of Education. Numbers 01-49 are subject matter categories at or above the baccalaureate level; numbers 50-55 are less than the baccalaurea level. Below each subject matter category are listed examples of subjects which belong in that category.

01 = AGRICULTURE AND NATURAL RESOURCES: Includes subjects related to the production and management of food, natural fiber, plant, forest and wildlife resources.

Agriculture, General
Agronomy, Field Crops, and Crop Management
Soils Science (Management and Conservation)
Animal Science (Husbandry)
Dairy Science (Husbandry)
Poultry Science
Fish, Game, and Wildlife Management
Horticulture (Fruit and Vegetable Production)
Ornamental Horticulture (Floriculture, Nursery Science)
Agricultural and Farm Management
Agricultural Economics
Agricultural Business
Food Science and Technology
Forestry
Natural Resources Management
Agriculture and Forestry Technologies (Baccalaureate and higher programs)
Range Management
Other

02 = ARCHITECTURE AND ENVIRONMENTAL DESIGN: Includes subjects related to designing buildings, communities, parks, and other man-made aspects of the physio-social environment.

Environmental Design, General
Architecture
Interior Design
Landscape Architecture
Urban Architecture
City, Community, and Regional Planning
Other

ITEM NUMBER ITEM

II. SUBJECT MATTER CATEGORY - (Continued)

03 = AREA STUDIES: Includes subjects designed to study cultures indigenous to specific geographic regions.

Asian Studies, General
East Asian Studies
South Asian (India, etc.) Studies
Southeast Asian Studies
African Studies
Islamic Studies
Russian and Slavic Studies
Latin American Studies
Middle Eastern Studies
European Studies, General
Eastern European Studies
West European Studies
American Studies
Pacific Area Studies
Other

04 = BIOLOGICAL SCIENCES: Includes subjects related to the science of life or living matter in all its forms and phenomena especially with regard to the origin, growth, reproduction, and structure of life forms.

Biology, General
Botany, General
Bacteriology
Plant Pathology
Plant Pharmacology
Plant Physiology
Zoology, General
Pathology, Human and Animal
Pharmacology, Human and Animal
Physiology, Human and Animal
Microbiology
Anatomy
Histology
Biochemistry
Biophysics
Molecular Biology
Cell Biology (cytology, cell physiology)
Marine Biology
Biometrics and Bio-statistics
Ecology
Entomology
Genetics
Radiobiology
Nutrition, Scientific (exclude nutrition in home economics and dietetics)
Neurosciences
Toxicology
Embryology
Other

ITEM NUMBER

ITEM

II. SUBJECT MATTER CATEGORY - (Continued)

05 = BUSINESS AND MANAGEMENT: Includes subjects related to the organization, operation, administration, and control of private and public organizations.

Business and Commerce, General
Accounting
Business Statistics
Banking and Finance
Investments and Securities
Business Management and Administration
Operations Research
Hotel and Restaurant Management
Marketing and Purchasing
Transportation and Public Utilities
Real Estate
Insurance
International Business
Secretarial Studies (Baccalaureate and higher programs)
Personnel Management
Labor and Industrial Relations
Business Economics
Other

06 = COMMUNICATIONS: Includes subjects related to collection, preparation, and presentation of ideas and information intended for popular consumption through mass media.

Communications, General
Journalism (printed media)
Radio/TV
Advertising
Communication Media (use of videotape, film, etc., oriented specifically toward radio/TV
Other

07 = COMPUTER AND INFORMATION SCIENCES: Includes subjects having to do with the design, development, and application of computer capabilities to data storage and manipulation and related computational procedures.

Computer and Information Sciences, General
Information Sciences and Systems
Data Processing
Computer Programming
Systems Analysis
Other

ITEM NUMBER ITEM

II. SUBJECT MATTER CATEGORY - (Continued)

08 = EDUCATION: Includes subjects related to administration and control of educational organizations and institutions and subjects related to instruction and services both within and outside of such formal organizations.

- Education, General
- Elementary Education, General
- Secondary Education, General
- Junior High School Education
- Higher Education, General
- Junior and Community College Education
- Adult and Continuing Education
- Special Education, General
- Administration of Special Education
- Education of the Mentally Retarded
- Education of the Gifted
- Education of the Deaf
- Education of the Culturally Disadvantaged
- Education of the Visually Handicapped
- Speech Correction
- Education of the Emotionally Disturbed
- Remedial Education
- Special Learning Disabilities
- Education of the Physically Handicapped
- Education of the Multiple Handicapped
- Social Foundations (History and Philosophy of Education)
- Educational Psychology (include Learning Theory)
- Pre-Elementary Education (Kindergarten)
- Educational Statistics and Research
- Educational Testing, Evaluation, and Measurement
- Student Personnel (Counseling and Guidance)
- Educational Administration
- Educational Supervision
- Curriculum and Instruction
- Reading Education (Methodology and Theory)
- Art Education (Methodology and Theory)
- Music Education (Methodology and Theory)
- Mathematics Education (Methodology and Theory)
- Science Education (Methodology and Theory)
- Physical Education
- Driver and Safety Education
- Health Education (include Family Life Education)
- Business, Commerce, and Distributive Education
- Industrial Arts, Vocational and Technical Education
- Other

ITEM NUMBER ITEM

II. SUBJECT MATTER CATEGORY - (Continued)

09 = ENGINEERING: Includes subjects related to the practical application of basic scientific knowledge to the design, production, and operation of systems intended to facilitate man's control and use of his natural environment.

Engineering, General
Aerospace, Aeronautical and Astronautical Engineering
Agricultural Engineering
Architectural Engineering
Bioengineering and Biomedical Engineering
Chemical Engineering (include Petroleum Refining)
Petroleum Engineering (exclude Petroleum Refining)
Civil, Construction, and Transportation Engineering
Electrical, Electronics, and Communications Engineering
Mechanical Engineering
Geological Engineering
Geophysical Engineering
Industrial and Management Engineering
Metallurgical Engineering
Materials Engineering
Ceramic Engineering
Textile Engineering
Mining and Mineral Engineering
Engineering Physics
Nuclear Engineering
Engineering Mechanics
Environmental and Sanitary Engineering
Naval Architecture and Marine Engineering
Ocean Engineering
Engineering Technologies (Baccalaureate and higher programs)
Other

10 = FINE AND APPLIED ARTS: Includes subjects having to do with the creation and appreciation of the diverse modes of communicating ideas and emotions by means of stylized, visual, and non-visual representations and symbols.

Fine Arts, General
Art (Painting, Drawing, Sculpture)
Art History and Appreciation
Music (Performing, Composition, Theory)
Music (Liberal Arts Program)
Music History and Appreciation (Musicology)
Dramatic Arts
Dance
Applied Design (Ceramics, Weaving, Textile Design, Fashion Design, Jewelry, Metalsmithing, Interior Decoration, Commercial Art)
Cinematography
Photography
Other

ITEM NUMBER ITEM

II. SUBJECT MATTER CATEGORY - (Continued)

11 = FOREIGN LANGUAGES: Includes mastery of a language other than English or related to the study of a foreign culture through exploration of the literature of that culture as expressed in the language of that culture.

Foreign Languages, General (includes those concentrating on more than one foreign language without giving major emphasis to any one language)
French
German
Italian
Spanish
Russian
Chinese
Japanese
Latin
Greek, classical
Hebrew and Semitic
Arabic
Indian (Asiatic)
Scandinavian Languages
Slavic Languages (other than Russian)
African Languages (non-Semitic)
Other

12 = HEALTH PROFESSIONS: Includes subjects having to do with the maintenance and restoration of physical and mental and related to the professions listed below.

Health Professions, General
Hospital and Health Care Administration
Nursing (Baccalaureate level and higher)
Dentistry
Dental Specialties (graduate level)
Medicine
Medical Specialties (graduate level)
Occupational Therapy
Optometry
Osteopathic Medicine
Pharmacy
Physical Therapy
Dental Hygiene (Baccalaureate level and higher)
Public Health
Medical Record Librarianship
Podiatry or Podiatric Medicine
Biomedical Communication
Veterinary Medicine
Veterinary Medicine Specialties (graduate level)
Speech Pathology and Audiology
Chiropractic
Clinical Social Work, (Medical and Psychiatric and Specialized Rehabilitation Services)
Medical Laboratory Technologies (Baccalaureate level and higher)
Dental Technologies (Baccalaureate level and higher)
Radiologic Technologies (Baccalaureate level and higher)
Other

ITEM NUMBER

ITEM

II. SUBJECT MATTER CATEGORY - (Continued)

13 = HOME ECONOMICS: Includes subjects related to the theory and practice of family and home care including the science of foods, home decoration and management, and child care.

Home Economics, General
Home Decoration and Home Equipment
Clothing and Textiles
Consumer Economics and Home Management
Family Relations and Child Development
Foods and Nutrition (include Dietetics)
Institutional Management and Cafeteria Management
Other

14 = LAW: Includes subjects related to instruction in the legal customs, practices, and rules of society and states.

Law, General
Other

15 = LETTERS: Includes subjects relating to the English language and literature and value systems related to ancient and modern cultures.

English, General
Literature, English
Comparative Literature
Classics
Linquistics (include Phonetics, Semantics, and Philology)
Speech and Debate and Forensic Science (Rhetoric and Public Address)
Creative Writing
Teaching of English as a Foreign Language
Philosophy
Religious Studies (exclude Theological Professions)
Other

ITEM NUMBER — ITEM

II. SUBJECT MATTER CATEGORY - (Continued)

16 = LIBRARY SCIENCE: Includes subjects related to skills required to organize collections of books and related materials and the training necessary for providing services related to those resources.

Library Science, General
Other

17 = MATHEMATICS: Includes subjects related to the science of numbers and space configurations and their operations, measurement, relationships, and abstractions.

Mathematics, General
Statistics, Mathematical and Theoretical
Applied Mathematics
Other

18 = MILITARY SCIENCES: Includes subjects having to do with techniques and skills unique to the pursuit of a professional career as a military officer.

Military Science (Army)
Naval Science (Navy - Marines)
Aerospace Science (Air Force)
Other

19 = PHYSICAL SCIENCES: Includes subjects related to the basic nature of matter, energy, and associated phenomena.

Physical Sciences, General
Physics, General (exclude Biophysics)
Molecular Physics
Nuclear Physics
Chemistry, General (exclude Biochemistry)
Inorganic chemistry
Organic chemistry
Physical chemistry
Analytical chemistry
Pharmaceutical chemistry
Astronomy
Astrophysics
Atmospheric Sciences and Meteorology
Geology
Geochemistry
Geophysics and Seismology
Earth Sciences, General
Paleontology
Oceanography
Metallurgy
Other

ITEM NUMBER ITEM

II. SUBJECT MATTER CATEGORY - (Continued)

20 = PSYCHOLOGY: Includes subjects related to behavioral and mental processes.

- Psychology, General
- Experimental Psychology (animal and human)
- Clinical Psychology
- Psychology for Counseling
- Social Psychology
- Psychometrics
- Statistics in Psychology
- Industrial Psychology
- Developmental Psychology
- Physiological Psychology
- Other

21 = PUBLIC AFFAIRS AND SERVICES: Includes subjects related to developing and improving competencies in the management and operation of governmental agencies.

- Community Services, General
- Public Administration
- Parks and Recreation Management
- Social Work and Helping Services (other than clinical social work)
- Law Enforcement and Corrections (Baccalaureate and higher level)
- International Public Service (other than diplomatic service)
- Other

22 = SOCIAL SCIENCES: Includes subjects related to all aspects of the past and present activities, conduct, interactions, and organizations of humans.

- Social Sciences, General
- Anthropology
- Archeology
- Economics
- History
- Geography
- Political Science and Government
- Sociology
- Criminology
- International Relations
- Afro-American (Black Culture) Studies
- American Indian Cultural Studies
- Mexican-American Cultural Studies
- Urban Studies
- Demography
- Other

ITEM NUMBER ITEM

II. SUBJECT MATTER CATEGORY - (Continued)

23 = THEOLOGY: Includes subjects related to religion.

Theological professions, General
Religious Music
Biblical Languages
Religious Education
Other

49 = INTERDISCIPLINARY STUDIES: Involves more than one major discipline without primary concentration in any one area. Thus, an institute on air or water pollution at the technical level should be reported as engineering (09) if engineering aspects are stressed, but as health (12) if public health aspects are stressed; if no single area is the focus, then interdisciplinary would be appropriate.

General Liberal Arts and Sciences
Biological and Physical Sciences
Humanities and Social Sciences
Engineering and Other Disciplines
Other

NOTE: Subject Matter Categories 50-55 are technological and occupational curriculum subdivisions and specialties which are at less than the baccalaureate level.

50 = BUSINESS AND COMMERCE TECHNOLOGIES: Includes subject fields specifically associated with development of skills required for commercial, business, or secretarial occupations.

Business and Commerce Technologies, General
Accounting Technologies
Banking and Finance Technologies
Marketing, Distribution, Purchasing, Business and Industrial Management Technologies
Secretarial Technologies (include office machines training)
Personal Service Technologies (Stewardess, Cosmetologist, etc.)
Photography Technologies
Communications & Broadcasting Technologies (Radio/TV, Newspapers)
Printing and Lithography Technologies
Hotel and Restaurant Management Technologies
Transportation and Public Utility Technologies
Applied Arts, Graphic Arts, and Fine Arts Technologies (include advertising design)
Other

ITEM NUMBER ITEM

II. SUBJECT MATTER CATEGORY - (Continued)

51 = DATA PROCESSING TECHNOLOGIES: Includes subject fields specifically associated with development of skills required for data processing.

Data Processing Technologies, General
Key Punch Operator and Other Input Preparation Technologies
Computer Programmer Technologies
Computer Operator and Peripheral Equipment Operation Technologies
Data Processing Equipment Maintenance Technologies
Other

52 = HEALTH SERVICES AND PARAMEDICAL TECHNOLOGIES: Includes subject fields specifically associated with development of skills required for health service related occupations.

Health Services Assistant Technologies, General
Dental Assistant Technologies
Dental Hygiene Technologies
Dental Laboratory Technologies
Medical or Biological Laboratory Assistant Technologies
Animal Laboratory Assistant Technologies
Radiologic Technologies (X-Ray, etc.)
Nursing, R.N. (less than 4 year program)
Nursing, Practical (L.P.N. or L.V.N. - less than 4 year program)
Occupational Therapy Technologies
Surgical Technologies
Optical Technologies (include Ocular Care, Ophthalmic, Optometric Technologies)
Medical Record Technologies
Medical Assistant and Medical Office Assistant Technologies
Inhalation Therapy Technologies
Psychiatric Technologies (include mental health aide programs)
Electro Diagnostic Technologies (include E.K.G., E.E.G., etc.)
Institutional Management Technologies (Rest Homes, etc.)
Physical Therapy Technologies
Other

ITEM NUMBER

ITEM

II. SUBJECT MATTER CATEGORY - (Continued)

53 = MECHANICAL AND ENGINEERING TECHNOLOGIES: Includes subject fields specifically associated with development of skills required for mechanical and engineering related occupations.

- Mechanical and Engineering Technologies, General
- Aeronautical and Aviation Technologies
- Engineering Graphics (Tool and machine drafting and design)
- Architectural Drafting Technologies
- Chemical Technologies (include Plastics)
- Automotive Technologies
- Diesel Technologies
- Welding Technologies
- Civil Technologies (Surveying, Photogrammetry, etc.)
- Electronics and Machine Technologies (TV, Appliance, Office Machine Repair, etc.)
- Electromechanical Technologies
- Industrial Technologies
- Textile Technologies
- Instrumentation Technologies
- Mechanical Technologies
- Nuclear Technologies
- Construction and Building Technologies (carpentry, electrical, plumbing, sheet metal, air conditioning, heating, etc.)
- Other

54 = NATURAL SCIENCE TECHNOLOGIES: Includes subject fields specifically associated with development of skills required for natural science related occupations.

- Natural Science Technologies, General
- Agriculture Technologies (include Horticulture)
- Forestry and Wildlife Technologies (include Fisheries)
- Food Services Technologies
- Home Economics Technologies
- Marine and Oceanographic Technologies
- Laboratory Technologies, General
- Sanitation and Public Health Inspection Technologies (Environmental Health Technologies)
- Other

ITEM NUMBER	ITEM

II. SUBJECT MATTER CATEGORY - (Continued)

55 = PUBLIC SERVICE RELATED TECHNOLOGIES: Includes subject fields specifically associated with development of skills required for public service related occupations.

Public Service Technologies, General
Bible Study or Religion Related Occupations
Education Technologies (Teacher aide and 2-year teacher training programs)
Library Assistant Technologies
Police, Law Enforcement, Corrections Technologies
Recreation and Social Work Related Technologies
Fire Control Technology
Public Administration and Management Technologies
Other

MICHIGAN COUNCIL OF STATE COLLEGE PRESIDENTS

October 26, 1972

MEMORANDUM

TO: Participants in the External Degree Program Study

FROM: Patricia S. Faunce, Project Director, External Degree Program Study

RE: Addenda to INSTRUCTIONS and Survey Form

Listed below are addenda to the INSTRUCTIONS for completing the Survey Form of undergraduate and graduate credit activities possible for the external degree program.

ITEM III: PBES CATEGORY (Page 6 in the INSTRUCTIONS)

The second sentence of the instructions is in error. The correct sentence should read:

"For example, the PBES Category for 'Freshman Composition' is 02, so code |0|2| ."

ITEM VII: INSTRUCTIONAL TECHNIQUE (Page 8 in the INSTRUCTIONS)

Code 02 = WORKSHOP, INSTITUTE, CONFERENCE also includes FIELD STUDY

ITEM XI: LOCATION (Page 12 in the INSTRUCTIONS)

An additional code of 96 and instructions are as follows.

Code 96, |9|6| , if an activity was located INSIDE OF MICHIGAN BUT THE EXACT LOCATION WAS NOT OR CANNOT BE SPECIFIED AT ALL.

For example, the activity may be student teaching which could be located at several schools within Michigan; or the activity may be an internship of some kind which could be located in several agencies within Michigan. In these and similar cases, code |9|6| .

GENERAL INSTRUCTIONS

You were asked to report every single offering during 1971-72. This instruction includes any given activity offered more than one term during the year. Term refers to a period of time, e.g., semester, quarter, minisession, etc.

For example, if Soc. 492 was offers fall, winter and spring, then you report 3 separate offerings - one offering (fall), one offering (winter), and one offering (spring).

ITEM XVI: USUAL FREQUENCY OF OFFERING (Page 16 in the INSTRUCTIONS)

If you are reporting multiple term offerings (e.g., fall, winter, etc.) of a given activity, report the number of times i.e., the usual frequency per year it is offered in the specified location (Item XI) e.g., if it is offered two terms per year, circle ② ; four terms per year, circle ④ .

For example, using the Soc. 492 example immediately above, you would circle ③ in Item XVI for each time you reported Soc. 492 because Soc. 492 is usually offered 3 terms per year (fall, winter, spring). So you would circle ③ in Item XVI when you report the fall term of Soc. 492; you would circle ③ in Item XVI when you report the winter term of Soc. 492; and you would circle ③ in Item XVI when you report the spring term of Soc. 492.

MICHIGAN COUNCIL OF STATE COLLEGE PRESIDENTS

MEMORANDUM

TO: Academic Officers

FROM: Patricia S. Faunce, Project Director
External Degree Program Study

RE: Survey of Non-Campus Activities for the External Degree Program Study

We need YOUR ASSISTANCE in COMPLETING THE ENCLOSED survey FORMS for the "Survey of Undergraduate and Graduate Non-Campus Activities Available for Credit During 1971-72."

This survey is one part of the study of the feasibility of an external degree program among the member institutions of the Michigan Council of State College Presidents.

Using the 1971-72 bulletin(s) from your institution, we have attempted to record every undergraduate and graduate non-campus activity, or what could be a non-campus activity, available for credit during 1971-72.

By "ACTIVITY" is meant a course or other similar educational endeavor.

By "NON-CAMPUS" activity is meant an activity that is structured and offered in such a way that it can be completed for credit without the student being physically on campus (or very minimally on campus, e.g. one or two meetings arranged with the instructor). Examples include, but are not limited to, independent study, directed study, field study, foreign study, internships, and courses where a student may make arrangements with the instructor concerning hours necessary on campus.

You will find these non-campus activities recorded by department or similar groupings and indentified as such on the cover page of each survey form.

Eighteen items or questions (I-XVIII) must be completed for each activity. We have completed as many of these items as possible. However, WE WERE UNABLE TO FULLY COMPLETE ALL 18 ITEMS FOR EACH ACTIVITY AND NOW SEEK YOUR HELP IN THEIR COMPLETION.

Below are listed the KINDS OF ASSISTANCE we need FROM YOU.

1. ITEM III (PBES Category) needs to be completed for each activity.

2. ITEM VI (Restriction on Educational Level) needs to be completed for each graduate level activity.

3. ITEM XVII (Was the Activity offered During 1969-70 and 1970-71) needs to be completed for each activity.

4. ITEM XVIII (Are There Plans to Offer the Activity During 1972-73, 1973-74, and 1974-75) needs to be completed for each activity.

5. Any items or item responses which have question marks beside them for a given activity must be completed, or checked for accuracy.

6. Any items on the enclosed list of questions must be completed or checked.

7. We may have omitted activities you consider to be non-campus. Please record any such activities and complete all 18 items for each activity.

8. We may have listed some activities that you do not consider as "non-campus". In such a case, draw a line in Item I through the abbreviation and number of each activity you do not consider as non-campus and we will omit it from the survey.

To ease your task, first READ the enclosed INSTRUCTIONS and ADDENDA to the Instructions. And then refer to the Instructions and Addenda as you complete items on each survey form.

Since the survey forms have been completed separately for each department, you may wish to distribute the appropriate survey forms to the appropriate department for completion. If you do, please PROVIDE each DEPARTMENT with COPIES of:

1. This memorandum addressed to you
2. The list of Questions
3. The Instructions
4. The Addenda to the Instruction.

The department chairman or representative absolutely needs these four items of information in order to complete the survey forms!

Note that the survey form folds out in an accordian-like fashion into five pages printed on both sides. Ten activities can be reported on each survey form. The lines on which to report the activities are numbered from 1 to 10 on each page. The numbering from 1 to 10 is to help one keep their place as they fill out a form. Thus, line #1 on each page is, used for the first activity reported on a survey form. Line #2 is used on each page for the second activity reported on a survey form, and so on through line #10 which is used for the tenth activity reported on a survey form.

Do not be "alarmed" at the "scratchings" and "cross-cuts" on the survey forms. These forms were developed for a similar survey, already underway, of the continuing education units at each institution. Since the survey of activities for which the academic affairs offices are responsible was to be handled primarily by staff within MCSCP, we decided to use the same form to save money and time. In the end, we will have comparable information from both the academic affairs offices and continuing education units concerning resources available to constitute an external degree program.

Time is of the essence! It is absolutely necessary to have the completed forms RETURNED TO ME AS SOON AS POSSIBLE as all the responses must be key punched and computer analyzed before I can further analyze them and write the final report.

Please complete and return the survey forms no later than ____________ and preferabley before then.

I gratefully thank you for your cooperation, effort, and persistent spirit in this important endeavor.

Enclosures: ____________ Survey forms; Instructions; Addenda to Instructions; List of Questions

Appendix E

NOTE

GREEN SURVEY FORM AND "INSTRUCTIONS" FOR ACADEMIC OFFICERS AND THE REGULAR INSTRUCTIONAL PROGRAM ACTIVITIES

The green form and instructions were developed for the survey of continuing education activities. The same form and instructions were used to survey the regular instructional program activities since the forms were to be completed primarily by MCSCP staff and to save money and time. The forms were sent to the academic officers for completion of any items which could not be completed by the MCSCP staff. Where necessary, the green forms and instructions were changed accordingly, by hand, to read appropriately for the regular instructional program activities.

MICHIGAN COUNCIL OF STATE COLLEGE PRESIDENTS

November 16, 1972

MEMORANDUM

TO: Academic Officers

FROM: Patricia S. Faunce
Project Director, External Degree Program

RE: IMPORTANT! Clarification in Instructions: Survey of 1971-72 Non-Campus Activities for the External Degree Program Study

Please eliminate (cross-out) paragraph number four on page 2 of the INSTRUCTIONS.

> The paragraph begins "You are asked to report EVERY SINGLE OFFERING..." and ends " to report each of the 35 sections."

Do NOT report every section on the green survey form.

We are interested in the TERM(S) during which an activity was offered in 1971-72. That is, was each activity offered more than one term, e.g., fall and winter; fall, winter, and summer, etc. IF an ACTIVITY was OFFERED MORE THAN ONE TERM then RECORD the ACTIVITY SEPARATELY for EACH TERM it was OFFERED.

For example, if Admin 270 was offered fall, winter, spring and summer terms, then Admin 270 should be recorded as four separate activities on four separate lines of the survey form. If you, were beginning a new survey form, then all information for Admin 270 (Fall) would be recorded on line #1, all information for Admin 270 (Winter) on line #2, all information for Admin 270 (Spring) on line #3, and all information for Admin 270 (Summer) on line #4.

Please recall that the non-campus activities that we recorded for your institution were taken from the 1971-72 catalog(s). If your institutional catalog(s) indicated the term(s) during which the activities were offered, we have already recorded this information on the green survey form(s) you received. If your institutional catalogs did NOT indicate the term(s) during which the activities were offered, we could not make the appropriate recordings, and NOW NEED SUCH INFORMATION FROM YOU.

In addition to the information you are completing on the survey forms, I also need from you a LIST, similar to that enclosed, which ENUMERATES the NUMBER OF SECTIONS for EACH ACTIVITY during EACH TERM.

If we recorded any activities on the survey form that were not offered in 1971-72 (although they were listed in the catalog), please draw a line in Item I through the abbreviation and number of each activity not offered in 1971-72 and we will omit it from the analysis.

In summary,

1. Activities are to be reported by TERM on the green survey form.
2. Send me a list which enumerates the number of sections for each activity during each term, (See the enclosed example.)

Please call me if you have questions or need more survey forms.

encl:

				No. Sections			
Dept	No.	Title	Cred Hrs	Summ 71	Fall 71	Wint 72	Spr 72
Phi	497	Independent Study in Philosophy	1	1	3	3	3
Phi	498	Independent Study in Philosophy	2	1	3	3	3
Phi	499	Independent Study in Philosophy	3	1	3	3	3
Math	697	Independent Study	1	1	2	1	1
Math	698	Independent Study	2	1	2	1	1
Math	699	Independent Study	3	1	2	1	1
Mus	597	Independent Study	1	1	1	1	-
Mus	598	Independent Study	2	1	1	1	-
Mus	599	Independent Study	3	1	1	1	-
Phy	490	Special Problems	2	1	1	1	2
Phy	491	Special Problems	2	1	1	1	2
Phy	495	Readings in Physics	1	1	1	1	2
Astr	408	Astronomy Project	2	1	1	1	2
Astr	409	Astronomy Project	2	1	1	1	2
Phy	597	Independent Studies	1	1	1	1	2
Phy	598	Independent Studies	2	1	1	1	2
Phy	599	Independent Studies	3	1	1	1	2
Phy	697	Research in Physics	1	1	1	1	2
Phy	698	Research in Physics	2	1	1	1	2
Phy	699	Research in Physics	3	1	1	1	2
Phy	390	Physics Project	2	1	1	1	2
Phy	391	Physics Project	2	1	1	1	2
Pls	497	Independent Studies	1	1	3	3	3
Pls	498	Independent Studies	2	1	3	3	3
Pls	597	Independent Studies	1	1	2	4	3
Pls	598	Independent Studies	2	1	2	4	3
Pls	599	Independent Studies	3	1	2	4	3
Psy	381	Individual Reading in Psychology	1	1	1	1	1
Psy	382	Individual Reading in Psychology	2	1	1	1	1
Psy	383	Individual Reading in Psychology	3	1	1	1	1
Psy	391	Individual Reading in Psychology	1	-	1	1	1
Psy	392	Individual Reading in Psychology	2	-	1	1	1
Psy	393	Individual Reading in Psychology	3	-	1	1	1
Psy	591	Individual Reading in Psychology	1	-	1	1	-
Psy	592	Individual Reading in Psychology	2	-	1	1	-
Psy	593	Individual Reading in Psychology	3	-	1	1	-
Psy	690	Thesis	1	1	-	-	-
Psy	691	Thesis	2	1	-	-	-
Psy	692	Thesis	3	1	1	1	-
Soc	497	Independent Study	1	1	5	5	1
Soc	498	Independent Study	2	1	5	5	1
Soc	499	Independant Study	3	1	5	5	1
Ant	440	Individual Reading & Research in Anth	2	-	1	1	-
Soc	597	Independent Study	1	1	5	5	1
Soc	598	Independent Study	2	1	5	5	1
Soc	599	Independent Study	3	1	5	5	1
Spe	167	Theatre Practice	1	1	-	1	1
Spe	168	Intrepretation	1	1	1	1	-
Spe	169	Broadcasting - Radio	1	1	1	1	-
Spe	268	Intrepretation	1	-	1	1	-
Spe	269	Broadcasting - Radio	1	1	1	1	-
Spe	367	Theatre Practice	1	1	-	1	1

Appendix E

CODING INFORMATION

COLUMN	ITEM
1-2	Institutional Code (ID Number) 01 Central Mich. U. 02 Eastern Mich. U. 03 Ferris State Coll. 04 Grand Valley State Coll. 05 Lake Superior State Coll. 06 Michigan State U. 07 Michigan Tech. U. 08 Northern Mich. U. 09 Oakland U. 10 Saginaw Valley Coll. 11 U of M - Ann Arbor 12 U of M - Dearborn 13 U of M - Flint 14 Wayne State U. 15 Western Mich. U.
3-12	Abbreviation of Activity Print abbreviation (alpha characters)
13-18	Alpha-Numeric Designation of Activity Print "course number" (alpha-numeric characters)
19-20	Subject Matter Category 01-55 Subject categories (from HEGIS) (See pp. 19-31 of *Instructions*)
21-22	PBES Category 01 Agric & Natural Resources 02 Arts, Hums, Letters 03 Biol Sciences 04 Bus, Mgmt, & Commerce 05 Computer & Info Sciences 06 Education 07 Engineer'g, Architec, & Related Tech Fields 08 Health Sciences Professions 09 Law 10 Physical Sciences & Math 11 Soc Scis, Area Studies, Human Service, & Public Affair 12 Other Disciplines
23-53	Title of Activity Print name/title of activity (mainly Alpha characters)
54	Educational Level - Freshman 1 = Fr
55	Educational Level - Sophomore 2 = Soph

Appendix E

CODING INFORMATION - cont'd (p. 2)

COLUMN ITEM

56 Educational Level - Junior

3 = Jr

57 Educational Level - Senior

4 = Sr

58 Educational Level - Graduate

5 = Grad

59 Restriction on Educational Level

1 = Not a grad level activity
2 = Grad - RESTRICTED
3 = Grad - Available to some undergrads under special conditions
4 = Grad - Generally open to some undergrads

60-61 Instructional Technique

01 Course
02 Workshop, Institute, Conf, Field Study
03 Correspondence
04 Independent Study
05 Credit by Examination
06 Closed Circuit TV
07 Closed Circuit Audio
08 Broadcast TV
09 Broadcast Radio
10 Learning Package
11 Work-Study, Internship
12 Travel-Study
13 Other (specify)

62 Type of Term Credits

1 = Quarter
2 = Semester
3 = Both

63-64 Credits Offered

01-97 Print number of credits offered

98 Variable credit (specify from _____ to _____)

65-66 Month Started

01 = January through 12 = December

13 = Anytime (started anytime)

Appendix E

CODING INFORMATION - cont'd (p. 3)

COLUMN ITEM

67-68 Location of Activity

01-83 = Counties in Michigan (See Instructions, p. 12)
96 = Within Michigan, but exact location not specifiable
97 = Outside Michigan, but within country
(within USA, excluding Hawaii & Alaska)
98 = Outside of country
(includes Hawaii & Alaska)
99 = Does not apply (No specific location)

69 Joint Sponsorship of Activity

1 = Activity not jointly sponsored
2 = Jointly sponsored by 2 or more CCCHE/COUNCIL institutions
3 = Jointly sponsored by 2 or more institutions - CCCHE/COUNCIL and non-CCCHE/COUNCIL

70-71 How Many and Which CCCHE/COUNCIL Institutions Sponsored

01 = Sponsored by your institution only
02 = Sponsored by your institution & one other CCCHE/COUNCIL institution
↓
15 = Sponsored by your institution & 14 other CCCHE/COUNCIL institutions

72 Activity On-or Off-Campus

1 = On-Campus of one of sponsoring CCCHE/COUNCIL institutions
2 = Off-Campus from one of sponsoring CCCHE/COUNCIL institutions
3 = Does not apply

73 Faculty - Institutional or Supplementary

1 = Institutional faculty
2 = Supplementary faculty
3 = Both

74 Usual Frequency of Offering in Specified Location

1 = One term each year
2 = Two terms each year
3 = Three terms each year
4 = All year or 4 or more terms each year
5 = One term every other year
6 = Two terms every other year
7 = Three Terms every other year
8 = Four or more terms or All year every other year
9 = Sporadically/On Demand
0 = Other (specify)

Appendix E

CODING INFORMATION - cont'd (p. 4)

COLUMN	ITEM
75	Activity Offered in 1969-70 in Specified Location 1 = Yes 2 = No 3 = Don't Know
76	Activity Offered in 1970-71 in Specified Location 1 = Yes 2 = No 3 = Don't Know
77	Activity To Be Offered in 1972-73 in Specified Location 1 = Yes 2 = No 3 = Don't Know
78	Activity To Be Offered in 1973-74 in Specified Location 1 = Yes 2 = No 3 = Don't Know
79	Activity To Be Offered in 1974-75 in Specified Location 1 = Yes 2 = No 3 = Don't Know
80	Card Number Designating Activity Resource 1 = Continuing Education activities 2 = Academic Affairs activities (regular instructional program)

DATA CARD LAYOUT - EXTERNAL DEGREE STUDY - ICSCP (P. S. PAUNCE)

COL.	
1–2	Institutional Code
3–12	I Abbreviation of Activity
13–18	I. Alpha-Numeric Designation Of Activity
19–20	II. Subject Category
21–22	III. PBES Category
23–40	IV. Title of Activity (Cols 23-53) cont'd
41–53	cont'd IV. Title of Activity (Cols 23-53
54	Fr
55	Soph
56	Jr
57	Sr
58	Grad
54–58	V. Educational Level
59	VI. Restriction on Level
60–61	VII. Instructional Technique
62	VIII. Type of Term Credits
63–64	IX. Credits Offered
65–66	X. Month Started
67–68	XI. Location
69	XII. Joint Sponsorship
70–71	XIII. How Many Sponsors
72	XIV. On-or Off-Campus
73	XV. Faculty
74	XVI. Frequency of Offering
75	XVII. 1969-70
76	XVII. 1970-71
77	XVIII. 1972-73
78	XVIII. 1973-74
79	XVIII. 1974-75
80	Card Number